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ABSTRACT

The appendices which accompanied the research study "The Televote System for Civic Communication: First Demonstration and Evaluation" are presented. The first appendix covers televote topics such as: Spanish, vocational courses, vandalism and burglary, the San Jose Unified School District goals for students, elementary school effectiveness, communication, grades, school hours, traffic plans, athletics. The remaining appendixes are: registration form samples, schematic diagram of televote equipment system, discussions of hotline operations and citizen home interview surveys, a tally of communications received by schools, a list of meetings observed, a sample teacher questionnaire and student questionnaire, the results of a telephone survey, sample forms, and a summary of the estimated annual costs of the televote system. (WCM/JY)

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APPENDICES

The Televote System for Civic Communication: First Demonstration and Evaluation

Vincent N. Campbell

Lucy G. Gonzales

American Institutes for Research
in the Behavioral Sciences
Palo Alto, California

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EDUCATION & WELFARE
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September 1974

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APPENDIX A

DEMONSTRATION TELEVOTE ISSUES AND RESULTS

All televotes began the day after issues were mailed so that televoters could respond as soon as they received the issue. In fact, many televoters received their issues 3 to 5 days later, and in a few cases 10 or more days. For this reason the televoting periods were made at least 13 days long in the last several televotes.

Texto en español
al otro lado

TeleVote

Thanks for registering to televote. The schools will appreciate learning your opinions. Here is the first issue and instructions on how to televote.

Girls and Boys High School Athletics. (The issue was researched by Lincoln H. S. students and coordinated by Greg Pellemeier, Ed Souza and Marc Teren.)

The California Interscholastic Federation (C.I.F.), the governing body for interscholastic sports in California, now states in their bylaws that girls may participate on the boys' team in all sports, even though the school may field a girls' sports team in the same event. Boys, however, will not be permitted to participate on the girls' sports teams.

Pro: With this new C.I.F. ruling, girls are given a greater opportunity for participation in more sports. If boys were allowed to participate on girls' teams, they would tend to dominate these sports, and thus disrupt the girls' program.

Con: This ruling does not give equal opportunity to both sexes if boys are not allowed to participate in girls' sports too.

CHOOSE THE NUMBERED PLAN BELOW THAT YOU LIKE BEST

134 Girls shall be allowed to participate on all boys' sports teams. In turn, boys could participate on girls' teams, with their participation being limited to sports not normally offered by the boys' athletic department (badminton, field hockey, gymnastics and volleyball). In order to preserve the girls' program, such teams would be limited to a maximum of 50% boys.

212 The C.I.F. shall establish a classification of "contact" sports (such as football) and "non-contact" sports (such as tennis). The girls' participation would then be limited to non-contact sports. Boys would not be permitted to participate on the girls' sports teams.

331 The girls' and the boys' athletic departments shall be segregated, and a third entirely independent Coeducational Athletic Association shall be established. This coeducational group shall choose their own sports and be governed by laws established by the C.I.F.

424 No change: The policy stated at the top of this page is fine.

223 Other. (If you would like to tell us what other plan you prefer, or if you want more information, please call 998-2668.)

You may find it easier to televote if you first fill in the numbers in the spaces below.

Enter your televote in this order: ___ ___ - ___ ___ - ___ ___ ___ ___ ___
(your televote number, on the enclosed card) (answer you chose above)

TO TELEVOTE, FOLLOW THE INSTRUCTIONS ON THE ENCLOSED CARD. PLEASE KEEP THE CARD FOR FUTURE TELEVOTES. If you make a mistake in dialing please hang up and start again. We will count only the last televote you make this week. You can televote on the above issue at any hour on any day from October 13 through October 20. If you have any trouble televoting, or any suggestions for us, please call 998-2668.

English version
on other side

Gracias por registrarse a televotar. Apreciamos sabiendo sus opiniones. Abajo está el primer asunto y las instrucciones.

Deportes Atléticos Masculinos y Femininos. La institución legalmente responsable para los deportes interescolares en California (C.I.F.) dice en sus reglamentos que desde el primero de julio, 1973, muchachas podrán participar en todos los equipos deportivos masculinos aunque la escuela ofrezca el mismo deporte para equipos completamente femeniles. Sin embargo, los muchachos no podrán participar en los equipos deportivos de la Asociación Athlética Feminil.

A Favor: Con este nuevo reglamento de la C.I.F., las muchachas tendrán una mayor oportunidad para participar en más deportes. Si a los muchachos les déjase participar en los equipos femeniles, ellos tendrían la tendencia de dominar esos deportes y por lo tanto desbaratar el programa feminil.

En contra: El reglamento no da igualdad de oportunidad a ambos sexos si los muchachos no pueden participar también en los deportes femeniles.

ESCOJA EL PLAN DE ACCION ABAJO QUE LE GUSTA MEJOR, Y NOTE EL NUMERO

134 Las muchachas tendrán derecho a participar en todos los equipos deportivos masculinos. En cambio, los muchachos podrán participar en los equipos femeniles, pero su participación siendo limitada a esos deportes que antes no se han ofrecido a los muchachos (bádminton, hockey de campo, gimnasia, y vólibol). Sin embargo, para mantener intacto al programa feminil, dichos equipos serían limitados a un máximo de 50 por ciento de muchachos.

212 La C.I.F. establecerá una clasificación de deportes "de contacto físico," tal y como futbol americano, y otra clasificación de deportes "sin contacto físico," tal y como ténis. La participación feminina sería limitada solamenta a deportes "sin contacto físico." A los muchachos no les permitirían participar en los equipos femeniles.

331 Los departamentos atléticos masculinos y femininos se mantendrán segregados. Una tercera y completamente independiente asociación atlética coeducacional se establecerá. Dicho grupo escogerá sus propios deportes y será gobernado por las leyes establecidas por la C.I.F.

424 Sin ningún cambio. Estoy de acuerdo con el plan de acción arriba mencionado.

233 Otra opinión. (Si le gustaría decirnos cual otro plan prefiere, o si le gustaría más información, favor de llamar al teléfono 998-2668).

Posiblemente le sería más fácil televotar escribiendo los números en los siguientes renglones.

Favor de enumerar su
televoto en el siguiente orden: ___ ___ - ___ ___ - ___ ___ ___ ___ ___

(numero de televotar, de la tarjeta adjunta) (numero de plan preferido)

A TELEVOTAR, FAVOR DE SEGUIR LAS INSTRUCCIONES EN LA TARJETA ADJUNTA, Y GUARDAR LA TARJETA PARA TELEVOTOS FUTUROS. Si le equivoca al marcar números, favor de colgar la vocina y marcar de nuevo. Puede Ud. televotar su opinión sobre el asunto arriba mencionado a cualquiera hora de cualquier día desde Oct. 13 hasta Oct. 20. Si se encuentra en dificultades, o tiene sugerencias, favor de llamar al teléfono 998-2668.

Televote issue for
Nov. 7 - Nov. 14

NEW VOCATIONAL COURSES

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The San Jose Regional Vocational Center prepares Juniors and Seniors to enter certain occupations as high school graduates, or continue their occupational training beyond high school. It serves 30 high schools in the greater San Jose area. Students attend the Center half the day and their regular high school the other half. Courses now offered are listed below:

Automotive technology (Body refinishing, brake and wheel systems, ignition & electrical systems, engine mechanics, transmissions & air conditioning.)

Metals technology (sheet metal, machining, testing, welding)

Paint materials (application, sales & testing)

Construction technology

Industrial drafting

Electricity & electronic circuiting

Radio & TV servicing

Food preparation

Waitress training

Health services (dental & nursing assistants)

Graphics and printing

Dry cleaning

Ornamental horticulture

A recent survey of industry pointed out a number of occupations with good prospects for future jobs. The Center plans to offer a few new courses which will prepare youth and adults for such jobs. Please read the course descriptions below and select up to 5 courses which you think should be offered.

121 AIR CONDITIONING AND REFRIGERATION MECHANIC Classroom and lab instruction includes refrigeration principles, theory and operation of motors, compressors, absorption equipment, controls and related equipment, with emphasis on the installation and maintenance of air conditioning and refrigeration systems.

312 HEAVY DUTY EQUIPMENT MECHANIC Classroom and shop instruction for employment as an apprentice or helper heavy duty mechanic. Instruction includes operating theory and factory approved disassembly and assembly procedures for diesel engines, transmissions, brakes and differentials.

411 HYDRAULIC TECHNICIANS Hydraulics is a vital part of such equipment as airplanes, ships, road vehicles, and production, agricultural and construction machines. Instruction includes installation, testing, and maintenance of hydraulic systems and components, fluid power principles, lab experiments and bench test work.

132 INDUSTRIAL PLASTICS Classroom and lab experiences deal with the production, design and repair of plastic products. Instruction includes plastics and their characteristics, use and care of power and hand tools, with emphases on layout, molding, fitting, finishing and maintaining plastic and fiberglass materials.

234 SERVICE STATION OPERATOR Classroom and shop instruction on automotive brake systems, tune-up, lubrication, air conditioning and automatic transmission servicing. Includes basic theory and servicing procedures, sales technique, customer relations, business management and product knowledge.

323 SMALL ENGINE REPAIR Classroom and shop instruction on maintaining and repairing small engines used on portable power equipment, recreation vehicles and motorcycles. Includes principles of operation, reading of repair manuals, customer relations and shop management.

422 WELDING FABRICATOR Preparation to be a metal worker capable of fabricating and assembling a variety of products of many industries. Instruction includes: gas, electric arc, MIG and TIG welding; blueprint reading and layout; sequence of operations, including shearing, forming and fabricating processes; fitting and welding of parts; and design and construction of templates and fixtures.

(continued on back side)

113 DATA PROCESSING Course content includes an overview of business data processing, operation of keypunch equipment, on-line computer terminals and other peripheral input/output equipment. Simple computer programming, terminology and application is also taught in conjunction with basic accounting and inventory control systems.

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431 TELEPHONE COMMUNICATIONS A cooperative program with Pacific Telephone and Telegraph to prepare students for employment with P.T.&T., allied industries, and large stores, offices and industrial plants. Instruction includes receptionist skills, operation of telephone switchboards, relaying incoming and interoffice calls, directory assistance and toll calls.

211 SECRETARIAL, ADVANCED Preparation for employment in advanced office occupations. Instruction includes office simulation, business English and math, electric typing, use of dictation/transcription equipment, stenotype training, and specialized technical typing, including use of the tape controlled automatic typewriter.

433 DIETITIAN AIDE Preparation for employment in hospitals, public health agencies and related institutions. Instruction on how to compile dietary information for use by kitchen personnel, examine and compare diet orders with diet requirements, report and keep records of food costs and inventory, and type menus and diet cards.

124 MEDICAL OFFICE AND RELATED SERVICES Preparation for employment in medical facilities and offices as receptionist, ward or clinic clerk, or medical transcriber. Instruction includes medical terminology, typing, clerical and receptionist functions, and medical transcription of case histories, physicals, surgical reports, correspondence and articles.

214 NURSERY SCHOOL AIDE Preparation for employment in nursery/preschools and child care centers as aides to teachers, supervisors and parents. Students learn about child growth and development by observing and guiding the learning activities of preschool children, partly in a simulated nursery school program.

321 COMMUNITY HEALTH AIDE Preparation for employment as liaison persons between professional health workers and the recipient of health services. Instruction and part-time work experience emphasizes basic understanding of biology, communicable diseases, environmental health, personal hygiene, infants, medicines, family and community resources.

414 OTHER (If you would like to tell us what other courses you prefer, or you want more information, please call 99?-2668.)

Write the numbers of your answers in the spaces below, then please televote them to us, by following the instructions on your televoter card. It may help to write the numbers in the spaces below before you call.

RESULTS OF TELEVOTE ON GIRLS AND BOYS ATHLETICS
(Results for each answer are stated as % of total number of votes)

	Totals		Sex		Ethnic Group			High School Attendance Area					School Affiliation				
	met. area	SJ-USD	M	F	MA	Ang.	All Oth.	Le-land	Lin-coln	Pio-neer	San Jose	Wil. Glen	Par-ents	non-Par.	JrH	HS	St
All boys teams open to girls. Girls team up to 50% boys if no boys team available.	32%	32%	31%	33%	41%	32%	32%	36%	44%	15%	38%	33%	25%	24%	50%	39%	31
Girls on boys team in noncontact sports only; no boys on girls teams.	19%	20%	22%	17%	23%	18%	25%	17%	19%	25%	13%	21%	20%	22%	11%	18%	25
New coed. dept. chooses own sports. Other boys and girls teams not mixed.	37%	37%	34%	40%	23%	39%	25%	37%	29%	52%	33%	31%	45%	42%	26%	30%	34
Present policy. All boys teams open to girls. No boys on girls teams.	8%	8%	9%	8%	10%	8%	13%	6%	6%	5%	16%	12%	6%	9%	11%	11%	5
Other.	3%	3%	4%	2%	3%	4%	4%	4%	21%	3%	0%	4%	4%	3%	3%	3%	5
TOTAL number of televotes	988	880	405	578	39	874	35	337	48	156	61	278	294	289	214	132	5

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Televote issues for Nov. 27 - Dec. 5
(Because of Xmas mail rush you may televote through December 10.)

VANDALISM AND BURGLARY IN SAN JOSE UNIFIED DISTRICT

(Prepared by a Willow Glen H.S. task force)

Vandalism has become a major problem in the San Jose Unified School District. During the 1972-73 academic year, the combined cost of vandalism and burglary came to $140,000. Of this amount, 5% ($7000.00) was recovered by the district. This loss seriously affects funding of many school programs, since monies are taken from the General Fund to pay for such losses. Vandals and burglars are subject to criminal penalties, which are determined by the courts. The question here is: How should the school district try to recover the cost of damages when students are involved?

CHOOSE THE ONE ANSWER BELOW WHICH YOU LIKE BEST

245 Student shares responsibility. With permission from the parents, the district could hold the student responsible for damage due to vandalism or burglary. The student could be required to pay for the damage or loss, or work for the school for an assigned number of hours, or both. This would help teach students to be responsible for their own acts.

352 Present policy. A student's parents would be held responsible for the total cost of any vandalism or burglary. The parents would be required to reimburse the district, or face being sued to recover damages plus court costs. State law makes parents liable, whereas the legal status of holding students liable is not clear.

543 Other. (If you have a different suggestion or want more information, call 998-2668.)

Up to now we have mailed all televoters the current televote issues. In order to cut costs we will rely on help from the SUN newspapers. Televote issues appear in the advertising section of the Almaden-Cambrian SUN and the San Jose SUN newspapers, which are delivered to many homes in the District. Televote results appear in the News section.

How do you prefer to get televote information in the future? CHOOSE ONE ANSWER BELOW.

455 SUN newspaper (San Jose or Almaden-Cambrian)

522 Please mail me the information.

When you have chosen your answers, please televote them to us by following the instructions on your televoter card. (If you don't have a card, call 998-2668) It may help to write the numbers in the spaces below before you call.

__ __ - __ __ - __ __ ___ ___ ___ ___ ___ ___

Your televoter number Answers to the 2 questions above

Possible future topics for televotes: Use of District goals; communication between parent and teacher; ways to prevent vandalism; and student evaluation of teachers. If you have related experience or time to help us develop any of these issues, please call 998-2668.

P.S. To avoid the holiday mail jam, our next televote will be in early January.

RESULTS OF TELEVOTE ON NEW VOCATIONAL COURSES

Televoters could choose up to 5 of the 14 new courses (listed on the left below) which they thought the Regional Vocational Center should offer. The table shows the percent who chose each course. The three most popular courses were: Data Processing (58%), Secretarial, Advanced (46%), and Medical Office and Related Services (46%). See left hand column of percentages below for overall results.

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	Totals		Sex		Ethnic Group			High School Attendance Area					School Affiliation				
COURSE	Met. area	SJ-USD	M	F	MA	Ang.	All Oth	Le-land	Lin-coln	Pio-neer	San Jose	Wil. Glen	Par-ents	Non-Par.	JrH	HS	Staff
Air conditioning & refrigeration mech.	33%	33%	42%	28%	37%	33%	40%	36%	27%	39%	48%	30%	39%	37%	22%	19%	31%
Heavy duty equip. mechanic	27%	27%	34%	23%	17%	27%	31%	30%	29%	30%	20%	22%	29%	28%	22%	29%	17%
Hydraulic techn.	26%	26%	31%	23%	20%	26%	36%	25%	22%	27%	33%	29%	25%	24%	31%	34%	14%
Industrial plastics	29%	29%	34%	26%	20%	30%	27%	32%	22%	33%	28%	23%	31%	30%	28%	22%	38%
Service station operator	21%	22%	21%	21%	20%	22%	13%	19%	25%	17%	20%	28%	17%	20%	22%	39%	21%
Small engine repair	32%	33%	33%	31%	37%	33%	20%	27%	34%	32%	28%	40%	31%	36%	34%	20%	31%
Welding fabricator	24%	24%	28%	21%	23%	24%	20%	26%	31%	29%	30%	17%	28%	23%	20%	20%	14%
Data processing	58%	58%	60%	57%	53%	58%	60%	60%	54%	61%	45%	54%	62%	57%	51%	53%	72%
Telephone communi-cations	38%	39%	37%	39%	50%	38%	33%	36%	42%	37%	33%	43%	34%	35%	46%	58%	28%
Secretarial, advanced	46%	47%	38%	51%	33%	48%	31%	55%	44%	39%	40%	47%	46%	46%	53%	37%	45%
Dietitian aide	22%	22%	13%	27%	10%	22%	27%	26%	7%	21%	23%	21%	23%	23%	20%	15%	21%
Medical office & related services	46%	45%	36%	52%	53%	46%	42%	49%	42%	47%	40%	44%	42%	44%	55%	49%	55%
Nursery school aide	29%	29%	21%	34%	20%	29%	36%	25%	32%	25%	40%	33%	28%	30%	24%	32%	31%
Community health aide	32%	31%	27%	36%	43%	31%	42%	30%	31%	25%	43%	35%	32%	33%	29%	34%	31%
Other	2%	1%	2%	1%	3%	2%	0%	1%	0%	2%	3%	1%	2%	1%	1%	3%	0%
TOTAL NUMBER OF TELEVOTES	728	699	291	434	30	653	45	191	59	158	40	196	266	257	97	79	29

TeleVote
San Jose Unified School District
1605 Park Avenue
San Jose, California 95126

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VALID NOV. 27 - DEC. 5

Televote issue for Jan 9-16: How well are students achieving the educational goals below? (See page 2)

DISTRICT GOALS FOR STUDENTS

The San Jose Unified School District has set goals for its students and its schools. The student goals define what we now think are the most important things for students to achieve. Helping students achieve these goals is a primary purpose of our schools. During the past two years the goals have been reviewed and revised by staff, parents, and students, and were recently approved by the School Board. These new goals are stated in full below. They replace all earlier goals of the District.

We believe that every pupil should increasingly practice the knowledge, skills, and values which are critical to personal development and social order in a free society. The school curriculum which advances these purposes is described by the following interrelated goals:

FUNDAMENTAL SKILLS Each student will acquire and use the fundamental skills of reading, writing, listening, speaking and computing.

CITIZENSHIP Each student will acquire and use the skills and values which are necessary for living in a free, pluralistic society; he or she will develop moral and ethical behaviors, including those of truth, justice, responsibility, and fair play, that are fundamental to the preservation of individual freedoms and faithful to the obligations of family life, government and social conduct.

CULTURAL UNDERSTANDING Each student will achieve understanding of the different cultures in our nation and in the world; toward this end he or she will acquire knowledge about the political, social and economic values of these cultures.

ENVIRONMENTAL Each student will value and protect the natural environment; he or she will demonstrate knowledge of the limited nature of natural resources and will practice their conservation.

CAREER Each student will receive the occupational information and guidance necessary to choose a career area; he or she will acquire entry level job or career competencies; he or she will acquire skills related to family living and home environment; he or she will develop respect for the value of all occupations.

SELF-ESTEEM Each student will acquire a positive self-image which will enable him or her to maintain and improve his or her skills, his or her creativeness, and his or her joy of life in a world of constant social and cultural change.

HUMAN RELATIONSHIPS Each student will practice and value the use of dignified human relationships among people, among groups, and within families; this requires that he or she consistently treat others with consideration, respect and kindness.

ESTHETIC Each student will have creative experiences in school; he or she will learn to communicate ideas and feelings through a variety of artistic expressions; he or she will value, use, and derive pleasure from esthetic creations of nature and man.

HEALTH Each student will acquire those values, habits and skills which are necessary to develop and maintain a sound mind and a healthy body.

INTELLECTUAL Each student will develop the intellectual skills necessary to function in a socially complex and technical society; these skills include inquiry, problem solving, decision making, communicating and the pursuit of truth and excellence.

From the contact you have had recently with young people, which two goals do you think they are achieving best? Choose two answers below (See page 1 for definitions of goals).

184	Fundamental Skills	427	Environmental	862	Esthetic
295	Citizenship	538	Career	973	Health
316	Cultural Understanding	649	Self-Esteem	122	Intellectual
		751	Human Relationships	233	Don't know

Which two goals do you think young people are achieving least? Choose two answers below.

148	Fundamental Skills	472	Environmental	826	Esthetic
259	Citizenship	583	Career	937	Health
361	Cultural Understanding	694	Self-Esteem	344	Intellectual
		715	Human Relationships	995	Don't know

Which two goals deserve most emphasis in the schools? Choose two answers below.

179	Fundamental Skills	413	Environmental	857	Esthetic
281	Citizenship	524	Career	968	Health
392	Cultural Understanding	635	Self-Esteem	566	Intellectual
		746	Human Relationships	677	Don't know

Which two goals deserve least emphasis in the schools? Choose two answers below.

197	Fundamental Skills	911	Environmental	875	Esthetic
218	Citizenship	542	Career	986	Health
329	Cultural Understanding	653	Self-Esteem	788	Intellectual
		764	Human Relationships	899	Don't know

WHEN YOU HAVE CHOSEN YOUR ANSWERS ABOVE, PLEASE TELEVOTE THEM TO US BY FOLLOWING THE INSTRUCTIONS ON YOUR TELEVOTER CARD, or call 998-2668.

Over 3/4 of all televoters on the December vandalism issue would rather have students share the responsibility for their own acts of vandalism by working to pay for the damage. Results for groups which differed are shown below as % of number voting.

Answer	Total	SJUSD	Male	Fem.	Parents	Non-Par	Jr.Hi	High S	Staff
Student pays	76%	77%	69%	81%	75%	75%	79%	85%	61%
Only parents liable	21%	20%	28%	16%	21%	22%	16%	14%	39%
Number voting	891	851	356	529	317	321	141	79	33

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Televote issue for Jan 30-Feb 11

ELEMENTARY SCHOOL EFFECTIVENESS

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It is generally agreed that elementary schools should insure success for all students so that they will have the skills, confidence and motivation to continue learning and enjoying school through their teen years. On the secondary level, junior and senior high school programs should be relevant to the needs of young people so that they can relate their own skills and interests to their future.

San Jose Unified School District has just adopted goals stating what the community hopes all students will achieve. In order to implement these goals as effectively as possible, it has been suggested that attention should be given to the items listed below at the elementary school level. In view of the limited funds available, not all can be started at once.

PLEASE CHOOSE UP TO THREE (3) THAT YOU THINK SHOULD BE EXPLORED FIRST.

191 Hire specialist teachers at each elementary school. At present the classroom teacher is expected to teach all subjects. No special teachers are provided in art, science, or physical education. A few elementary schools have an additional classroom/vocal music specialist, whereas traveling instrumental music teachers are assigned to all schools.

545 Provide space and equipment at elementary schools for media centers and for instruction in music, science, physical education, and speech correction. At present such facilities are either nonexistent or extremely limited. Kitchens, stage areas and closets are used as makeshift substitutes in schools where more adequate facilities are not available.

767 Reduce class size. At present the overall average in SJUSD (1972-1973) is 28.9 pupils per class at the elementary level.

989 Provide more paid trained aides in classrooms. At present parents and older students give voluntary assistance at several elementary schools as time permits. Training depends on individual staff arrangements. Paid aides exist only as part of specially funded programs.

434 Increase the number of counselors. The District has only 4 full time elementary counselors. They serve in 6 elementary schools as part of specially funded programs. The remaining 24 elementary schools have no counselors.

656 Make individualized instruction available to more students. Instruction geared to meet individual interests and talents is currently limited to classrooms in a few schools involved in innovative programs. New materials, organization, and teacher training are needed to expand individualized instruction.

878 OTHER (If you have a suggestion or want information please call 998-2668.)

WHEN YOU HAVE CHOSEN YOUR ANSWERS, PLEASE TELEVOTE THEM TO US BY FOLLOWING THE INSTRUCTIONS ON YOUR TELEVOTER CARD, or call 998-2668. Note that there is another televote question on the back ("WE BOMBED!"). It may help to write the numbers in the spaces below before you call.

___ - ___ - ____ Your televoter number ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ Numbers beside your three choices above _____ Answers to question on back

Possible future televote issues: Daylight saving time and school hours; ability grouping; letter grades; tardiness and absence; drug abuse; if you want to help on any of these please call 998-2668.

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WE BOMBED!

Last time we got only 1/4 as many televotes as usual. We know some people received their mail too late, so from now on televotes will last 13 days instead of 8 days. Which answers below describe your reaction to the District goals issue of Jan 9 - 16? Choose one or more and include in your televote.

146 ☐ It was too much to read

257 ☐ It was too hard to decide which answers to choose

368 ☐ It was ok, but I didn't televote on it

479 ☐ I televoted on it

581 ☐ Other

RESULTS ON DISTRICT GOALS

Most televoters (53%) chose "fundamental skills" as a goal for schools to emphasize. The 3 goals chosen next most often were citizenship, career, and human relations. Televoters gave higher priority to goals they thought were not being achieved well. The percent in SJUSD choosing each goal is shown below for each question. (Number of SJUSD televotes = 204)

Goal	Which achieving best?	Which achieving least?	Should emphasize most?	Should emphasize least?
Fundamental skills	35%	22%	53%	3%
Citizenship	9%	31%	25%	8%
Cultural Und.	20%	11%	5%	32%
Environment	36%	8%	9%	9%
Career	13%	18%	24%	11%
Self-esteem	16%	18%	16%	17%
Human Relations	15%	22%	24%	9%
Esthetic	7%	13%	3%	37%
Health	12%	12%	3%	22%
Intellect	8%	21%	19%	10%
Don't know	10%	3%	2%	13%

Males and females gave different ratings of the self-esteem goal. Twice as many women (24% vs 12% of men) picked self-esteem as a goal least achieved by youth, and twice as many women as men thought self-esteem should be emphasized in the schools. Women also had a more optimistic view than men (by 10 to 12%) of how well youth are currently doing in citizenship, intellect, environment and cultural understanding.

Ethnic groups and high school areas did not differ significantly, but adults and students did. Many more adults (60%) than students (33%) thought fundamental skills should be emphasized most, while 44% of high school students and only 19% of adults thought the career goal should be emphasized.

TeleVote
San Jose Unified School District
1605 Park Avenue
San Jose, California 95126

NON-PROFIT ORG.
U. S. POSTAGE
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San Jose, California
Permit No. 2378

TIME VALUE

Televote issue for
Feb 20 - Mar 4

COMMUNICATION
(staff form)

Communication between citizens and educators is vital to good education. The San Jose Unified School District is always looking for means to bring teachers, parents, and other residents in closer contact with each other. Three related questionnaires are being sent to (a) students, (b) staff, and (c) adult citizens. This televote should help to inform the District on the feelings of the community on this issue.

How easy is it for you to communicate with parents?

116 Very easy
227 Fairly easy
338 Difficult
449 Does not apply - no reason to contact parents

Which of the following have made it difficult for you to communicate with parents? Choose as many as apply.

158 Lack of interest by parents
269 Parents expect trouble when called by school
371 Bad experience with a parent in the past
482 Don't want to embarrass students or get them in trouble
593 Language barrier
614 Not enough time
725 Don't feel it is an appropriate part of my job
836 Don't feel it is effective
947 Difficulty in reaching parents
187 No adequate space to meet with parents
298 No telephone privacy at school
319 Administrative barriers

421 None of the above...I have found it easy to contact parents
532 Other

Which 3 things below do you think are most helpful in keeping the lines of communication open between the public and the schools? Choose up to 3.

128 Parent-teacher conferences
239 Back-to-school nights
341 Social and/or athletic events involving parents, students, and educators
452 Involving parents in classroom, such as aides, helping on field trips, speakers, etc.
563 Having easy access by telephone to teachers and administrators
674 Selecting a parent to serve as an official link between the community and school
785 Using schools for community events
896 Parent clubs
917 Parent advisory groups
551 Parent newsletters and flyers
662 Newspapers, radio and television

773 None of the above
884 Other

WHEN YOU HAVE CHOSEN YOUR ANSWERS, PLEASE TELEVOTE THEM TO US AS EXPLAINED ON YOUR TELEVOTER CARD. (If you don't have a card, call 998-2668) Your televote should be in the following order: your televoter number; numbers of the answers you chose.

Televote issue for
Feb 20 - Mar 4

COMMUNICATION
(adult citizen form)

Communication between citizens and educators is vital to good education. The San Jose Unified School District is always looking for means to bring teachers, parents, and other residents in closer contact with each other. Three related questionnaires are being sent to (a) students, (b) staff, and (c) adult citizens. This televote should help to inform the District on the feelings of the community on this issue.

How easy is it for you to contact teachers and school administrators to discuss a student or a school matter?

116 Very easy
227 Fairly easy
338 Difficult
449 Does not apply - no reason to contact schools

Which of the following make it difficult for you to communicate with the schools? Choose as many as apply:

131 Lack of information on what is happening at the schools
242 Not sure whom to contact with requests
353 Teacher or administrator is indifferent
464 Hostile reaction from teacher or administrator
575 Fear of my child being embarrassed as a result
686 My child does not want me to contact the schools
797 Language barrier
818 School phone line busy
929 Difficulty in reaching a teacher or administrator directly
483 Red tape or run around when making requests
594 Teachers or administrators haven't taken act on on requests in the past
615 I am too busy and don't have time to contact the schools

726 None of the above...I have found it easy to contact schools
837 I have not tried to communicate with the schools
948 Other

Which 3 things below do you think are most helpful in keeping the lines of communication open between the public and the schools? Choose up to 3.

128 Parent-teacher conferences
239 Back-to-school nights
341 Social and/or atheletic events involving parents, students, and educators
452 Involving parents in classroom, such as aides, helping on field trips, speakers, etc.
563 Having easy access by telephone to teachers and administrators
674 Selecting a parent to serve as an official link between the community and school
785 Using schools for community events
896 Parents Clubs
917 Parent advisory groups
551 Parent newsletters and flyers
662 Newspapers, radio and television
773 None of the above
884 Other

WHEN YOU HAVE CHOSEN YOUR ANSWERS, PLEASE TELEVOTE THEM TO US AS EXPLAINED ON YOUR TELEVOTER CARD. (If you don't have a card, call 998-2668) Your televote should be in the following order: Your televoter number; numbers of the answers you chose.

Televote issue for
Feb 20 - Mar 4

COMMUNICATION
(student form)

Communication between students and educators is vital to good education. The San Jose Unified School District is always looking for means to bring teachers and students in closer contact with each other. Three related questionnaires are being sent to (a) students, (b) staff and (c) adult citizens. This televote should help to inform the District on the feelings of the community on this issue. If you are already out of school, please answer the questions below as things were in your last year of high school.

How easy is it for you to communicate with your teachers?

116 Very easy
227 Fairly easy
338 Difficult
449 Never tried

Which of the following have made it difficult for you to communicate with teachers? Choose as many as apply.

139 Report cards and failure notices
241 I feel anything I say may affect my grade
463 I feel I may be embarrassed in class for something I said
574 Lack of time on my part
685 Lack of time on the part of educators
796 No place where I may feel free to talk
817 Do not know how to go about approaching teachers
928 I feel my friends will tease me
154 I am not well acquainted with teachers

265 None of the above...I have found it easy to communicate with teachers
376 Other

Which 3 of the following do you think are most helpful in communicating with teachers? Choose up to 3.

169 Rap sessions
271 Drop-in Center for students and teachers
382 Giving teachers released time for individual conferences with students
493 More individualized instruction in classes
514 Social and/or athletic events involving teachers and students
625 More teacher involvement in clubs and organizations
736 More bilingual instructors
847 Alternative schools
958 More informal atmosphere in classroom
667 Teachers more available for informal contacts outside class time

778 None of the above
889 Other

WHEN YOU HAVE CHOSEN YOUR ANSWERS, PLEASE TELEVOTE THEM TO US AS EXPLAINED ON YOUR TELEVOTER CARD. (If you don't have a card, call 998-2668) Your televote should be in the following order: Your televoter number; numbers of the answers you chose.

BEST COPY AVAILABLE

ELEMENTARY SCHOOL EFFECTIVENESS	Totals		Sex		Ethnic Group			High School Attendance Area							School Affiliation				
	Met. area	SJ-USD	M	F	MA	Ang.	All Oth.	Le-land	Lin-coln	Pio-neer	San Jose	Wil. Glen	Par-ents	Non-Par.	JrH	HS	Staff	Ban. Par-ents	Non Ban Par-ents
Hire specialist teachers	47%	46%	47%	43%	47%	47%	56%	45%	27%	54%	55%	48%	45%	46%	43%	55%	72%	46%	43%
Provide space & equipment	60%	61%	56%	63%	29%	62%	53%	60%	68%	61%	58%	65%	60%	64%	65%	68%	48%	59%	62%
Reduce class size	59%	59%	62%	58%	59%	60%	41%	65%	46%	60%	46%	56%	61%	46%	59%	37%	65%	60%	64%
Provide more paid trained aides in classrooms	36%	36%	34%	37%	41%	37%	16%	32%	61%	38%	24%	33%	38%	46%	19%	26%	41%	37%	40%
Increase number of counselors	22%	21%	22%	21%	41%	20%	34%	23%	15%	17%	30%	18%	18%	21%	37%	32%	24%	21%	11%
Individualized instruction to more students	59%	60%	58%	59%	53%	59%	59%	56%	67%	58%	73%	60%	59%	61%	67%	68%	41%	58%	61%
Other	5%	5%	8%	4%	6%	5%	6%	7%	3%	5%	0%	4%	6%	7%	4%	0%	0%	8%	1%
TOTAL NUMBER OF TELEVOTES	670	631	236	429	17	631	32	244	33	141	33	141	483	28	75	38	46	342	141

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Televote issues for
Mar. 13-Mar. 25

LETTER GRADES

Currently report cards are issued three times a year in the 4th, 5th, and 6th grades, with a letter grade for each subject. These report cards are discussed at a parent-teacher conference twice a year. Do you think letter grades should be continued? (Choose one answer)

172 I prefer letter grades, with parent-teacher conferences.

283 Instead of letter grades I prefer ratings on specific learning objectives, skill checklists, and/or narrative reports, with parent-teacher conferences.

394 Other.

CLASS GROUPING

Sometimes elementary students are assigned to classes for the year so that students of similar ability are grouped together. In other cases, all classes include students with a wide range of ability levels. Generally, how do you think elementary students should be grouped into classes for the year? (Choose one answer)

415 By general academic ability. Group instruction can be matched to the whole class better if the students are at similar ability levels.

526 By ability in different subjects. Students should be placed at different ability levels in different subjects. For example, a student might be in an advanced math class with one teacher and a remedial English class with another teacher.

637 Wide range of abilities together. Students of all kinds should be together. This avoids the label of being in a so-called "fast" or "slow" class. Assignments can still be individualized so that each student learns as fast as he is able.

748 Other.

LEARNING OUTSIDE SCHOOL

In some communities high school students are getting part of their instruction outside the school building. Examples: learning as they work at a regular job; field trips; helping with a community project; tutoring younger children; observing and participating in local government; study in a museum or gallery; developing a skill or craft not offered at school. The extra costs of such programs often include transportation, insurance, special consultants, equipment and supplies. The gains or savings sometimes include freed classroom space and the services of volunteers. How much do you think the high schools should involve students in out-of-school learning activities? (Choose one answer)

859 Quite a lot. Experience in the outside world should be a large part of high school education for all students. It could prepare students better for a career and for adult life. They may find such activities more interesting and therefore learn more. If their work is useful, students may feel more like worthwhile members of the community.

961 Very little. Students should spend nearly all school time in school. Films, guest speakers, laboratories, and other experience in school can bring the real-life element into learning more efficiently. Out of school learning is harder to control and coordinate so that students really learn from it.

313 Other.

WHEN YOU HAVE CHOSEN YOUR ANSWERS, PLEASE TELEVOTE THEM TC US AS EXPLAINED ON YOUR TELEVOTER CARD. (If you need a card, call 998-2668.)

RESULTS OF TELEVOTE ON "COMMUNICATION"

A total of 825 televoters responded and 82% found communication with teachers and administrators either "fairly easy" (52%) or "very easy" (30%). Only 11% found communication "difficult" and only 4% never tried communicating. These percentages were nearly the same for all high school areas, for ethnic minorities and whites, and for parents, students and school staff. (For school staff the question asked how easy it is to communicate with parents.)

The three things which adult citizens and staff rated most helpful in keeping lines of communication open were parent-teacher conferences (47%), school publications (37%), and telephone calls (28%). Both junior high and high school students rated the following five things helpful in communicating with teachers: More informal classrooms (40%--all students combined), informal contacts with teachers outside class (29%), teacher-student social and athletic events (28%), individualizing instruction (27%), and teacher involvement in clubs (24%). Rap sessions were rated high only by junior high students (38%).

Communication problems cited most often by parents were lack of information about schools (18%), difficulty in reaching a teacher or administrator (15%), and red tape or run around when making requests (12%). Lack of interest by parents was cited most often by staff (42%). Not knowing how to approach teachers (20%), and lack of time (17%) were the main communication problems for students.

TELEVOTES INFLUENCE MULTI-MILLION DOLLAR DECISION

Your televotes on which new courses to add at the Regional Vocational Center had a decisive influence on the actual courses approved unanimously by the superintendents of the six school districts involved. These courses are: Data Processing, Advanced Secretarial, Air Conditioning and Refrigeration Mechanics, Heavy Duty Truck Mechanics, Medical Office Services, and Industrial Plastics. Center Director, Rod Clendenen was enthusiastic about televoting because it provided informed community views on very short notice. Results on other televotes are now being reviewed by school officials as they plan future programs.

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Televote issues for Apr. 10 - Apr. 22

SCHOOL HOURS

To make suggestions or for more information, call 998-2668

Next school year California is expected to be on Daylight Saving Time (DST) throughout the winter again. Last winter some schools started later than usual so it would be light when students were walking to school or to the bus. With DST the sun will rise after 7:30 from Oct. 28 to Mar. 9 with the latest sunrise being at 8:28, Jan. 6. The earliest sunset will be at 5:50 p.m. (Dec. 9). On a clear day there is good visibility from 1/2 hour before sunrise to 1/2 hour after sunset. If we stay on DST, which time would you prefer single-session schools* to begin in your area next year? (Choose one answer in each column.)

Grades K-6		Grades 7-12	
114	8:00 a.m. all year	558	8:00 a.m. all year
225	8:45 a.m. all year	669	8:45 a.m. all year
336	8:45 in winter, 8:00 in fall and spring	771	8:45 in winter, 8:00 in fall and spring
447	Other	882	Other

*This question does not answer problems caused by a double session schedule.

WHEN YOU HAVE CHOSEN YOUR ANSWERS, PLEASE TELEVOTE THEM TO US AS EXPLAINED ON YOUR TELEVOTER CARD. (If you need a card, call 998-2668.)

Results of March Televote

Approximately 670 persons televoted on the March issues, 97% of them from San Jose Unified School District and 75% of them parents. About 1/3 of these televotes have not yet been counted because of data processing problems. Complete results will be available later.

Preliminary results based on 434 televotes indicate that televoters favor more high school learning experiences outside the school by a ratio of 3 to 1 (65% in favor vs. 21% against). Parents seem willing to move much of education outside the traditional classroom in order to make it more relevant or practical. On the topic of letter grades, however, tradition prevailed. About 55% preferred letter grades for 4th to 6th graders while 38% preferred more specific reports on learning achievements. Most televoters (52%) preferred that elementary students be grouped into classes by ability in different subjects while only 16% thought students should be grouped by general academic ability; and 26% favored grouping students of all abilities together.

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Televote issues for
Apr. 10 - Apr. 22

If you want more information or have other suggestions, please call 998-2668.

TRAFFIC PLANS

The city's long range plans call for the development of a major through route for east-west traffic south of Santa Clara Street. San Carlos, San Salvador and/or William Street would be used for this through route.

Do you feel there is a need for another major through route for cross town traffic?

126 Yes. More convenient traffic patterns are needed. Concentration of automobiles on a few streets will relieve the traffic flow on nearby streets. Side streets will be safer for children and residents will have fewer problems caused by through traffic.

237 No. Since 280 was opened, there is no need for an additional cross town route. Expansion of these streets will bring more traffic to this area, change the residential nature of the streets affected, and create even worse hazards for children and others who walk or ride bicycles.

348 Other.

MENTAL HEALTH FACILITIES

Many people are concerned about the high concentration in the downtown area of board and care homes for the mentally ill, facilities for people with drug and alcohol problems, and various rehabilitation centers. Of particular concern is the area around San Jose State University, where about 75% of the total Santa Clara County Community Mental Health Facility beds are located.

Given limited resources, which of these long range plans do you prefer?

459 Continue Concentration Downtown. The downtown area is where appropriate housing, services, and transportation are available. Centralization of these persons allows for efficient delivery of services and it would be difficult and expensive to develop facilities in other parts of the county. Emphasis should be put on providing care for persons in the downtown area.

561 Reduce the Concentration. Concentration is harmful both to the persons served and the downtown area. Distributing these people throughout the county would provide them with more opportunities to interact with other people in the community. Concentration also places a heavy burden on the downtown as it creates a safety hazard which discourages families and others from living there. For these reasons county, state, and city officials should develop such facilities throughout the county.

672 Other.

SEE THIRD ISSUE ON BACK. WHEN YOU HAVE CHOSEN YOUR ANSWERS, PLEASE TELEVOTE THEM TO US AS EXPLAINED ON YOUR TELEVOTER CARD. (If you need a card, call 998-2668.)

Televote issues for
Apr. 10 - Apr. 22

To make suggestions or for more information, call 998-2668

REPORTING STUDENT PROGRESS TO PARENTS

Currently report cards are mailed to parents four times a year in the secondary schools, with a letter grade for each subject. Student progress is not discussed with parents unless a parent requests it. This reporting method and some others are listed below. Please tell us which methods you favor. Choose up to 3 answers.

163 Report card with a grade for each subject. The present policy is familiar to parents and teachers. Grades can be prepared and read quickly, but they provide little specific information.

274 Report card which shows specific units or objectives mastered. This would provide more specific information about the student's learning achievements, but it would take more staff time and is unfamiliar to staff and parents.

385 Parent-staff conference at school. This allows an in-depth, 2-way explanation of the student's performance. Many people like a face-to-face discussion. However, such visits take a lot of time for both staff and parents.

496 Teacher phone conference with parent. Phone calls take less time than visits and still allow in-depth discussion. The teacher knows the student's work in a particular subject better than anyone else.

517 Counselor phone conference with parent. Specially trained counselors would work closely with individual students. Based on knowledge of a student's total situation, the counselor would have in-depth discussions with parents by phone from time to time.

628 Other.

SEE SECOND ISSUE ON BACK. WHEN YOU HAVE CHOSEN YOUR ANSWERS, PLEASE TELEVOTE THEM TO US AS EXPLAINED ON YOUR TELEVOTER CARD. (If you need a card, please call 998-2668.)

Televote issues for
Apr. 10 - Apr. 22

To make suggestions or get mor
information, call 998-2668

JUNIOR HIGH 9TH GRADE ATHLETICS

Markham Junior High School is interested in your views on athletic competition between schools for 9th grade boys and girls. Do you favor organized inter-school sports for 9th graders in Junior High School?

783 Yes. Inter-school competition would spark greater school spirit. It would give students more opportunities to develop good sportsmanship and to appreciate skilled performance. Students who participated would be better prepared for high school sports.

894 No. Physical education within each school serves the needs of all 9th grade students. Adding to this a program which serves only the best athletes would not be worth the extra cost. Students who don't make the team might feel "second class".

915 Other.

In which of the following sports should there be inter-school competition for 9th grade Junior High students? (Choose up to 5.)

138 Baseball
249 Basketball
351 Badminton
462 Football
573 Golf
684 Soccer
795 Swimming

816 Tennis
927 Track
643 Water Polo
754 Wrestling
865 None
976 Other

(See next column)

SEE SECOND ISSUE ON BACK. WHEN YOU HAVE CHOSEN YOUR ANSWERS, PLEASE TELEVOTE THEM TO US AS EXPLAINED ON YOUR TELEVOTER CARD. (If you need a card, call 998-2668.)

Televote issues for
Apr. 25 - May 7
(Other issue on back side)

The last televote this year

YOUR OPINIONS ON TELEVOTING

Has the televote system helped keep you in closer touch with school district planning?

156 Yes, a lot closer
267 A little closer
378 No
489 Other

What disadvantages do you see in televoting so far? (Choose as many as apply.)

142 Equipment and telephone problems
253 Different issues would have been better
364 Too much information to read
475 Not enough information on issues
586 School officials may be too much swayed by public opinion
697 School officials may not take results seriously enough
718 None
829 Other

The advantages hoped for in televoting are more responsive and efficient government, aided by citizens who are involved and well informed. If people find televoting worthwhile it might be continued next year and used for city, county, state and national issues as well as school issues.

In the long run televoting might pay for itself by reducing the number of bond elections, or by replacing present voting apparatus. In the meantime we need to know what costs the public will support. What is the most you would be willing to pay each year to have a public televote system here in San Jose?

111 Nothing
222 25¢ per year
333 50¢ per year
444 $1 per year
555 $5 per year (or more)
666 Other

(25¢ per year per San Jose resident is needed for the simplest system. More funds would allow adding: more research on each issue; voice feedback on telephone confirming televotes; regular in-depth interviews with citizens and leaders to explain their choices; TV shows on major channels to explain and debate issues; and other features.)

NOTE: WHEN YOU HAVE CHOSEN YOUR ANSWERS PLEASE CALL 998-1166 or 998-2668, THEN GIVE YOUR TELEVOTER NUMBER AND ANSWER NUMBERS BY VOICE INSTEAD OF BY DIALING. This will help us check the accuracy of our equipment. Thank you.

Results of this televote and the previous one will be sent to you in May. We will also include news on plans for next year. Thank you for televoting.

(See other side)

NOW, The District Newsletter

The school district's monthly newsletter "NOW" is an attempt to keep the community as well as parents, students and school personnel informed about matters of interest and importance in our schools. Currently, "NOW" is distributed to homes in school mailings or by having the youngest school child take the newsletter home.

We are looking for ways and/or suggestions to improve both the content and distribution of the newsletter. Your response to the following questions will be of great help in guiding our efforts to improve the monthly newsletter.

Do you receive the monthly newsletter, "NOW"?

173 Yes
284 No
395 Sometimes

How is the newsletter received?

416 Brought home by student
527 Mail
638 Not received

How should the newsletter be delivered?

749 By students
851 By mail
962 Other

Do you read the newsletter?

168 Entirely
279 Partly
381 Not at all

(Continue in right-hand column ——→)

Generally speaking, is the information in the newsletter:

492	Useful	735	Of no value
513	Of some value	846	Current
624	Of interest	957	Out-of-date

Which of the following kinds of news items are of most interest/value to you?

117 Superintendent's message (Knight letter)
228 News of the schools
339 Views of Board of Education members
441 Goals
552 Staff news
663 Curriculum
774 Special programs
885 Other

How frequently should the "NOW" newsletter be published?

591 Monthly (10 issues a year)
612 Bi-monthly (5 issues a year)
723 Quarterly (4 issues a year)
834 Other

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TIME VALUE

In the Willow Glen area 195 televoters responded to reasons for and against competitive interschool sports for 9th grade junior high school boys and girls. 64% favored the interschool sports and 37% opposed them. Preferences as to which sports should be included in interschool competition are shown below.

Jr. High 9th Grade Athletics
Willow Glen High School Area

Baseball	42%	Tennis	28%
Basketball	50%	Track	35%
Badminton	7%	Water Polo	5%
Football	33%	Wrestling	10%
Golf	6%	None	16%
Soccer	22%	Other	3%
Swimming	38%		

In the San Jose High School area the issues raised concerned the safety of children going to and from school, but are decisions controlled largely by governmental agencies other than the schools. Asked if they felt the need for another major east-west traffic route south of Santa Clara Street, 28 of the 38 respondents said "no". Asked if mental health board and care facilities should continue to be concentrated in the downtown area, 29 of the 35 respondents preferred that such facilities be distributed throughout the county rather than concentrated in the downtown area.

We compared the total number of televoters responding in high school areas where there was a local televote to those in which there was not, and looked at the same figures for the two previous televotes in which there was no local issue. Presentation of a local issue more than doubled the number of respondents, even though the amount of printed material to read was considerably longer. Whereas in the Leland High School area where only the short district-wide issue on school hours was presented, the number of televoters responding actually declined from previous televotes. This indicates that selecting issues of local interest is more important to increasing televoter response than is keeping the printed statement short.

FINAL RESULTS FOR MARCH TELEVOTE

A total of 602 persons televoted and the results are quite similar to those reported on the basis of preliminary returns earlier. The percent of all televoters choosing each answer on the three issues is shown below.

Letter Grades, 4th-6th	
Prefer letter grades	56%
Prefer specific reports	38%
Other	6%

Learning Outside High School	
Prefer lots outside	66%
Prefer little outside	27%
Other	7%

Class Grouping	
By general ability	14%
By subject ability	51%
All abilities together	29%
Other	6%

RESULTS OF TELEVOTES ON SCHOOL HOURS AND LOCAL ISSUES

Televoter preferences as to school hours next winter differed markedly for the elementary and secondary levels. At the elementary level there was a strong preference for the later starting hour (56% for 8:45 a.m. vs. 10% for 8:00 a.m.), and this was fairly consistent across all groups. At the secondary level opinion was more evenly divided, with 35% favoring 8:00 a.m. and 32% 8:45 a.m. However there was dramatic disagreement between students and parents at the secondary level. High school students preferred the earlier starting hour by 62% to 14%, while parents preferred the later hour by 36% to 22%.

School Starting Time	Totals		Sex		Ethnic Group			High School Area					School Affiliation					
(Grades K-6)	Met. area	SJ-USD	M	F	LA	Ang.	All Oth.	Le-land	Lin-coln	Pio-neer	San Jose	Wil. Glen	Elem. Par.	Oth. Par.	Non Par.	Jr. Hi.	H.S.	Staff
8:00	10%	10%	11%	10%	17%	9%	18%	15%	22%	12%	3%	4%	8%	14%	13%	11%	12%	4%
8:45	56%	56%	52%	58%	48%	57%	38%	54%	51%	60%	46%	56%	62%	62%	57%	34%	42%	50%
Season*	17%	17%	18%	16%	17%	17%	18%	19%	20%	12%	20%	16%	16%	11%	13%	20%	21%	33%
Other	2%	2%	1%	2%	4%	2%	3%	3%	2%	0%	6%	2%	1%	3%	0%	4%	0%	4%
(Grades 7-12)																		
8:00	35%	35%	38%	34%	35%	36%	32%	45%	45%	26%	17%	37%	32%	22%	50%	35%	62%	50%
8:45	32%	32%	32%	31%	39%	32%	21%	28%	31%	38%	34%	29%	38%	36%	33%	23%	14%	13%
Season*	18%	17%	16%	19%	9%	17%	32%	19%	20%	16%	11%	18%	15%	20%	13%	24%	15%	25%
Other	2%	2%	1%	2%	4%	1%	3%	0%	0%	2%	9%	2%	2%	0%	0%	4%	2%	0%

*8:45 in winter, 8:00 in fall and spring

About 85% of the 641 televoters participating this time voted on the school hours issue. In addition three high school areas each voted on an issue distinctive to their own area.

In the Pioneer area five ways of reporting and discussing student progress were presented and televoters were asked to choose up to three. The percent of the 127 responding Pioneer televoters who chose each answer is shown below. The five methods did not differ greatly in popularity. What differences there were tended to favor the more traditional reporting methods. Pioneer High School is planning an experimental program next year in which six specially trained teacher-counselors will each guide the education and parent communication for about 120 individual students. Principal Ralph Sleight reports they have used the televote results below in planning the program, citing parent response as one indicator of the need for the program.

Reporting Student Progress to Parents
Pioneer High School Area

Report card with a grade for each subject	53%	Teacher phone conference with parent	54%
Report card which shows specific units or objectives mastered	41%	Counselor phone conference with parent	36%
Parent-staff conference at school	39%	Other	5%

(Over)

NOW, The District Newsletter **BEST COPY AVAILABLE**

Most televoters (65%) do receive NOW and feel it is useful, of interest, or of some value. Percent giving each answer is shown below. Sexes and high school areas differed significantly (see rows with * below), but other groups did not.

	SJUSD	Male		Female	Leland	Linc.	Pion.	S.J.	W.Glen	
(Do you receive NOW?)										
Yes	65%	58%	*	69%	60%	51%	73%	64%	73%	
No	10%	15%	*	7%	10%	11%	8%	18%	8%	
Sometimes	11%	13%		10%	13%	14%	12%	11%	9%	
(How is NOW received?)										
Brought home by student	52%	41%	*	57%	60%	38%	67%	25%	44%	*
Mail	25%	29%		23%	13%	35%	14%	50%	41%	*
Not received	8%	12%		6%	9%	11%	8%	7%	5%	
(How should NOW be sent?)										
By students	42%	30%	*	49%	44%	32%	60%	18%	39%	*
By mail	38%	46%	*	33%	32%	51%	24%	68%	42%	*
Other	2%	2%		2%	1%	0%	2%	0%	5%	
(Do you read NOW?)										
Entirely	22%	19%		26%	19%	14%	24%	32%	24%	
Partly	50%	45%		51%	45%	54%	58%	43%	54%	
Not at all	7%	9%		6%	11%	8%	6%	7%	5%	
(Information in NOW is:)										
Useful	8%	9%		8%	8%	11%	5%	7%	10%	
Of some value	31%	31%		30%	26%	22%	43%	39%	29%	*
Of interest	28%	19%	*	34%	26%	32%	30%	18%	33%	
Of no value	9%	8%		9%	12%	5%	8%	4%	7%	
Current	5%	6%		5%	6%	8%	2%	7%	8%	
Out-of-Date	2%	1%		2%	2%	5%	1%	4%	1%	
(Which are of most interest/value?)										
Supt.'s letter	14%	13%		16%	12%	5%	15%	18%	18%	
News of schools	41%	37%	*	46%	35%	41%	47%	39%	45%	
Board views	23%	25%		21%	20%	24%	27%	18%	25%	
Goals	22%	20%		23%	19%	22%	23%	14%	22%	
Staff news	4%	6%		2%	2%	11%	3%	4%	2%	
Curriculum	29%	23%	*	33%	27%	24%	39%	18%	28%	
Special programs	35%	31%		37%	25%	43%	44%	36%	40%	
Other	4%	5%		3%	5%	5%	2%	7%	4%	
(How should be pub.?)										
Monthly	45%	52%	*	40%	39%	49%	46%	54%	44%	
Bi-monthly	23%	16%	*	28%	21%	30%	26%	18%	29%	
Quarterly	15%	12%		16%	16%	5%	16%	14%	16%	
Other	3%	4%		2%	4%	5%	4%	0%	3%	

(Over)

In the last televote this year, 547 televoters, including 385 parents, evaluated the televote system itself and NOW, the school district's monthly newsletter. Results are summarized below.

EVALUATION OF TELEVOTING

As shown in the table below, 84% feel the televote system has kept them in closer touch with school district planning. Half would be willing to pay $1 or more per year to have a televote system in San Jose, and 83% would be willing to pay 25¢ (the minimum needed) or more. It is encouraging to learn that the people actively using the system feel it has promise and are willing to support it in the future. Other types of evaluation, including a survey of non-active citizens and interviews with school officials, are now underway. If the total evaluation justifies it, we expect to present a plan for School Board approval in which televoting would begin again next winter, probably with other school districts and city governments sharing the system.

In the fall we would prepare and make improvements in the system. Some improvements are suggested by the results on the right below. At least 27% experienced difficulties with the telephone-televote apparatus, and we have plans on the drawing board for reducing that to a much smaller figure. More people thought there was too little information on issues (14%) than too much (4%), so, on some issues at least, more thorough supporting information will be provided in the future. Far more people were concerned that officials would not pay enough attention to the results (38%) than were concerned that officials would be <u>too much</u> influenced by results (4%).

There were no significant differences among groups (ethnic, area, etc.) in evaluating televoting, except that more males than females felt televoting kept them in a lot closer touch with schools (38% vs. 32%) and more males thought too little information was provided (17% vs. 11% for females).

<u>Has the televote system helped keep you in closer touch with school district planning?</u>

35%	Yes, a lot closer
49%	A little closer
7%	No
0%	Other

<u>What is the most you would be willing to pay each year to have a public televote system here in San Jose?</u>

8%	Nothing
16%	25¢ per year
17%	50¢ per year
41%	$1 per year
9%	$5 per year (or more)
1%	Other

<u>What disadvantages do you see in televoting so far?</u>

27%	Equipment and telephone problems
10%	Different issues would have been better
4%	Too much information to read
14%	Not enough information on issues
4%	School officials may be too swayed by public opinion
38%	School officials may not take results seriously enough
24%	None
10%	Other

(Over)

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APPENDIX B

REGISTRATION FORMS

Page B-3 shows the summary, "What is Televoting" which appeared on the back of most registration forms. The registration forms which follow are:

Form 1: For adult citizens

Form 2: For high school students

Form 3: For junior high students

Form 4: For faculty and staff of SJUSD

Spanish version of Form 1

Form 5: Used by hotline operator to register adults by phone

TeleVote

WHAT IS TELEVOTING?

Televoting is a new communication system being tried for the first time anywhere by the San Jose Unified School District. Its purpose is to keep school leaders in close touch with the people of San Jose. Public officials can seldom spare the time to talk to large numbers of people about the decisions they face. Citizens rarely seek out information on issues that concern them and even more rarely tell leaders their views. Televoting is designed to give both citizens and leaders basic information on all sides of an issue and provide a quick and easy way to exchange views before commitments are made.

Here is how it works: an "agenda committee" representing students, school staff, parents and other citizens meets weekly to decide on which issues communication is most needed. Any citizen or organization can suggest new issues or new answers by calling the "hotline." A task force of volunteers interested in a selected issue finds relevant information and writes a draft (see example on other side). When the agenda committee is satisfied that all sides of each issue are stated well and fairly, the issues are published in the SUN newspapers, distributed through the schools, and mailed as necessary. Radio and TV will provide coverage on some issues.

Every registered televoter can then televote on the issues that interest him, at any time of day or night during a one-week period. To televote, he calls our special televote line, dials his own televoter number (so we can be sure we count only one vote per person), then dials the numbers of the issues and answers he chooses. The televotes are processed by computer and all information from an individual is kept strictly confidential.

The first day after televoting closes, the results are published and copies sent to all school officials concerned with the issues of that week. Separate counts can be shown for different high school areas, sexes, ethnic groups and age groups. School leaders may still act contrary to majority opinion, if they wish, but they will probably want to explain in public why they do so. This too is an important part of the communication system. The main purpose, in any case, is to provide schools and civic leaders accurate information on the views of citizens so they may plan actions likely to win acceptance and support from the community.

Other school, city and county governments are watching the experiment with close interest. For example, the San Jose Youth Commission may suggest a city issue or two to be televoted sometime during the school year.

Televoting was tried out with a small sample of people in the Willow Glen area last spring. This year televoting is offered as a service to all schools and citizens in the District. Use of the system is optional for schools and citizens alike. Project staff will contact personnel at each school from time to time to determine whether they wish to initiate televotes on issues of particular concern to that school or drawing area. Students will be involved in the system in a variety of ways including membership on the agenda committee and on task forces, and through course projects which involve participation in the televoting system.

The project is sponsored by a National Science Foundation grant to the American Institutes for Research, who designed the system and is assisting San Jose with the experimental use of it. Whether San Jose will continue using it beyond this year will depend upon an objective and critical evaluation of its benefits and costs.

Your cooperation and your criticisms of the system will be greatly appreciated. For more information fill out and mail the form on the back of this sheet, or call the hotline, 998-2668. Every person who registers will be mailed instructions and a televoter number when the next televote begins. He

TELEVOTE SO SCHOOL LEADERS WILL KNOW YOUR VIEWS

Schools shape our future by the way they educate students. Would you like to help shape our future? School leaders can plan better if they know what people think. The San Jose Unified School District is trying out "televoting" as a new way to communicate with citizens about important issues. Here's how it works: You will receive information about a school matter--below is a simple example.

Taxes: Public education is now paid for mainly by property taxes. How should we pay for public education in the future?

1. Income Tax Reform. Some high income people pay little or no income tax because of loopholes in the law. If these loopholes were closed, these extra tax monies could help pay for education. Property taxes could then be lowered by that amount.

2. Sales Tax. There should be no sales tax on food, but a higher sales tax on other items could help pay for education. This lets people control their taxes to a certain extent by controlling their spending.

3. No Change. Present taxes are a reasonable way to pay for education.

4. Other. (If you would like to tell us what other plan you prefer, or you want more information, call 998-2668).

You can let the schools know which plan you like best simply by dialing numbers on any telephone. In the example above, dialing a "2" would mean you like the "sales tax" plan best.

IF YOU WOULD LIKE TO TELEVOTE PLEASE FILL OUT THE FORM BELOW AND MAIL IT NOW (or call 998-2668; however, you help to cut registration costs in half if you mail the form). INSTRUCTIONS WILL BE SENT TO YOU SOON. Everyone over age 12 can televote, and everyone can suggest new issues for televotes. See the back of this sheet for more information on televoting.

Televote Registration Form 1

Mail to: Televote
1605 Park Ave.
San Jose, CA 95114

Name_____

Address_____ Apt.#___ City_____ Zip_____

(All information will be confidential. The information below allows us to report results separately for different sexes, ethnic groups, etc.)

Sex:
1 O Male
2 O Female

Ethnic group:
1 O Mexican-American
2 O Anglo (white)
3 O Black
4 O Other

Age:
1 O Under 21
2 O 21-49
3 O 50 or over

Do you have a child in a San Jose Unified . . .

Elementary School?	Junior High?	High School?
1 O Yes	1 O Yes	1 O Yes
2 O No	2 O No	2 O No

Which high school do students in your neighborhood attend?
1 O Leland
2 O Lincoln
3 O Pioneer
4 O San Jose
5 O Willow Glen
6 O A school outside the District
7 O Don't know

How many more registration forms would you like for friends or family? _____

Televote Registration Form 2

Mail to: Televote
1605 Park Ave.
San Jose, CA 95114

Name _____

Address _____ Apt.# ____ City _____ Zip _____

(All information will be confidential. The information below allows us to report results separately by different sexes, ethnic groups, etc.)

Sex:
1 O Male
2 O Female

Ethnic Group:
1 O Mexican-American
2 O Anglo (white)
3 O Black
4 O Other

Grade level:
1 O 9th
2 O 10th
3 O 11th
4 O 12th

Which high school do students in your neighborhood attend?
1 O Leland
2 O Lincoln
3 O Pioneer
4 O San Jose
5 O Willow Glen
7 O Don't know

How many more registration forms would you like for friends or family? _____

Televote Registration Form 3

Mail to: Televote
1605 Park Ave.
San Jose, CA 95126

Name _____

Address _____ Apt.# ____ City _____ Zip _____

(All information will be confidential. The information below allows us to report results separately for different sexes, ethnic groups, etc.)

Sex:
1 O Male
2 O Female

Ethnic Group:
1 O Mexican-American
2 O Anglo (white)
3 O Black
4 O Other

Grade level:
1 O 7th
2 O 8th
3 O 9th

Which junior high school do you attend?
1 O Burnett
2 O Harte
3 O Hoover
4 O Markham
5 O Muir
6 O Don't know

Which high school do students in your neighborhood attend?
1 O Leland
2 O Lincoln
3 O Pioneer
4 O San Jose
5 O Willow Glen
7 O Don't know

How many more registration forms would you like for friends or family? _____

Televote Registration Form 4

Mail to: Televote
1605 Park Ave.
San Jose, CA 951..

Name _____

Address _____ Apt.# ____ City _____ Zip _____

(All information will be confidential. The information below allows us to report results separately for different sexes, ethnic groups, etc.)

Sex:
1 O Male
2 O Female

Ethnic group:
1 O Mexican-American
2 O Anglo (white)
3 O Black
4 O Other

Age:
1 O Under 21
2 O 21-49
3 O 50 or over

At what school do you work? _____

What is your position in the school district?
1 O Administrator
2 O Teacher
3 O Other certificated _____
4 O Teacher Aide
5 O Other classified _____
6 O Student teacher

In the neighborhood where you live, which high school do students attend?
1 O Leland
2 O Lincoln
3 O Pioneer
4 O San Jose
5 O Willow Glen
6 O A school outside the District
7 O Don't know

Forma Para Registrarse #1

Enviar por correo a:
Televote
1605 Park Ave.
San José, CA 95

Nombre _____

Dirección _____ Apt. ____ Ciudad _____ Zip ____

(Toda información será confidencial. La información siguiente nos permite dar resultados separadamente para los diferentes sexos, grupos éthnicos, etc.)

Sexo:
1 O Masculino
2 O Femenina

Grupo Etnico
1 O Mexicano-Americano
2 O Anglo (blanco)
3 O Negro
4 O Otro

Edad:
1 O menos de 21
2 O 21-49
3 O 50 años o más

¿Tiene Ud. un hijo en San José Unified. . .

Primaria? (Elementary)	Secundaria? (Junior High)	Preparatoria? (High School)
1 O Sí	1 O Sí	1 O Sí
2 O No	2 O No	2 O No

A que Preparatoria ("High School") asisten los estudiantes de su vecindad?
1 O Leland
2 O Lincoln
3 O Pioneer
4 O San José
5 O Willow Glen
6 O Escuela afuera del Distrito
7 O No sé.

¿Cuántas formas para registrarse desea Ud. para su familia o amigos? _____

Date_____

Hotline Operator_____

Televote Registration Form 5 (Hotline)

"We have several questions we ask when we register people to become televoters. All the information will be kept confidential. The information allows us to report results separately for different sexes, ethnic groups, etc."

(You may vary the order in which you ask the questions.)

Name_____

Address_____ Apt.# _____

City_____ Zip_____

Sex: (If in doubt, ask)
1 O Male
2 O Female

"Which of these groups do you belong to?"
(Read categories.)
1 O Mexican-American
2 O Anglo (white)
3 O Black
4 O Other

"In which of these age groups are you?"
(Read categories.)
1 O Under 21
2 O 21-49
3 O 50 or over

"Do you have a child in a San Jose Unified school?"
(If yes, read categories)

Elementary School?	Junior High?	High School?
1 O Yes	1 O Yes	1 O Yes
2 O No	2 O No	2 O No

"Which high school do students in you neighborhood attend?"
(Read categories if necessary)
1 O Leland
2 O Lincoln
3 O Pioneer
4 O San Jose
5 O Willow Glen
6 O A school outside the District
7 O Don't know

"Would you like us to mail you some registration forms for friends or family?"
(IF YES) HOW MANY?_____

"Where did you first learn about televoting?"
1 O From school (by paper or student)
2 O SUN paper
3 O Mercury News
4 O Other newspaper or magazine
5 O TV
6 O Radio
7 O Meeting
8 O Other (conversation, etc.)

"Thank you for answering these questions. You will soon receive in the mail instructions on how to televote and information on the televote issues."

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APPENDIX C

TELEVOTE EQUIPMENT

The next page shows a general schematic diagram of the televote equipment system designed for large-volume use. The equipment used in the demonstration differed only in that televotes from the two incoming lines used were stored on paper tape rather than magnetic tape, so the digital tape recorder was not used.

Televotes being dialed in from either dial or touch tone phones were decoded into digital information by the special decoding apparatus invented for this purpose. The digital information was stored temporarily in the small computer (CPU) and after several televotes had been accumulated the information was dumped onto tape through the teletype. At the end of the televote period all data on the tapes were transmitted by telephone line to a larger computer at a commercial data processing firm (Control Data Corporation) where they were batch processed.

Registration information was entered and stored by a program that permitted use of the information both in vote count breakdowns and in printing mailing labels. The program also permitted updating of files by correcting information on old registrations.

During the rush of getting the system set up and started substantial overruns in the cost of data processing through the central computer company were incurred. Programs and storage procedures were immediately revised so as to bring routine operating costs within the budget and were completed by December, but this financial setback brought further testing and refinement of the equipment to a temporary halt. This was unfortunate because in analyzing performance of the equipment during the later months of the project we verified that a substantial cause of unreliability in recording televotes was being caused by the fact that the equipment could not be adjusted to receive accurately signals from both far away and nearby at the same time. We have just completed development and testing of a new device to correct this source of error. In essence it equalizes the magnitude of signals from all callers by adjusting the sensitivity of the receiving component to the amplitude of the first pulse received. Initial field tests with 20 ~~phases~~ phones at varying distances indicate completely accurate transmission from all 20 ~~phases~~ phones.

The only other major equipment problem which came to our attention, and is not yet resolved, will require telephone company cooperation to be corrected. About 20% of the dial telephones in the San Jose area cannot transmit dialed televotes. The reason for this was that the telephone company has a new type of electronic exchange (ESS) which automatically disconnects the caller whenever there is the slightest interruption in the electrical current, as when one dials on a connected line. (The clicks one hears are brief interruptions in the signal.) There are two or three technically practical solutions to this problem and we have been negotiating for a year with the telephone company to adopt a solution which involves no significant increase in cost for the citizens or the phone company. In

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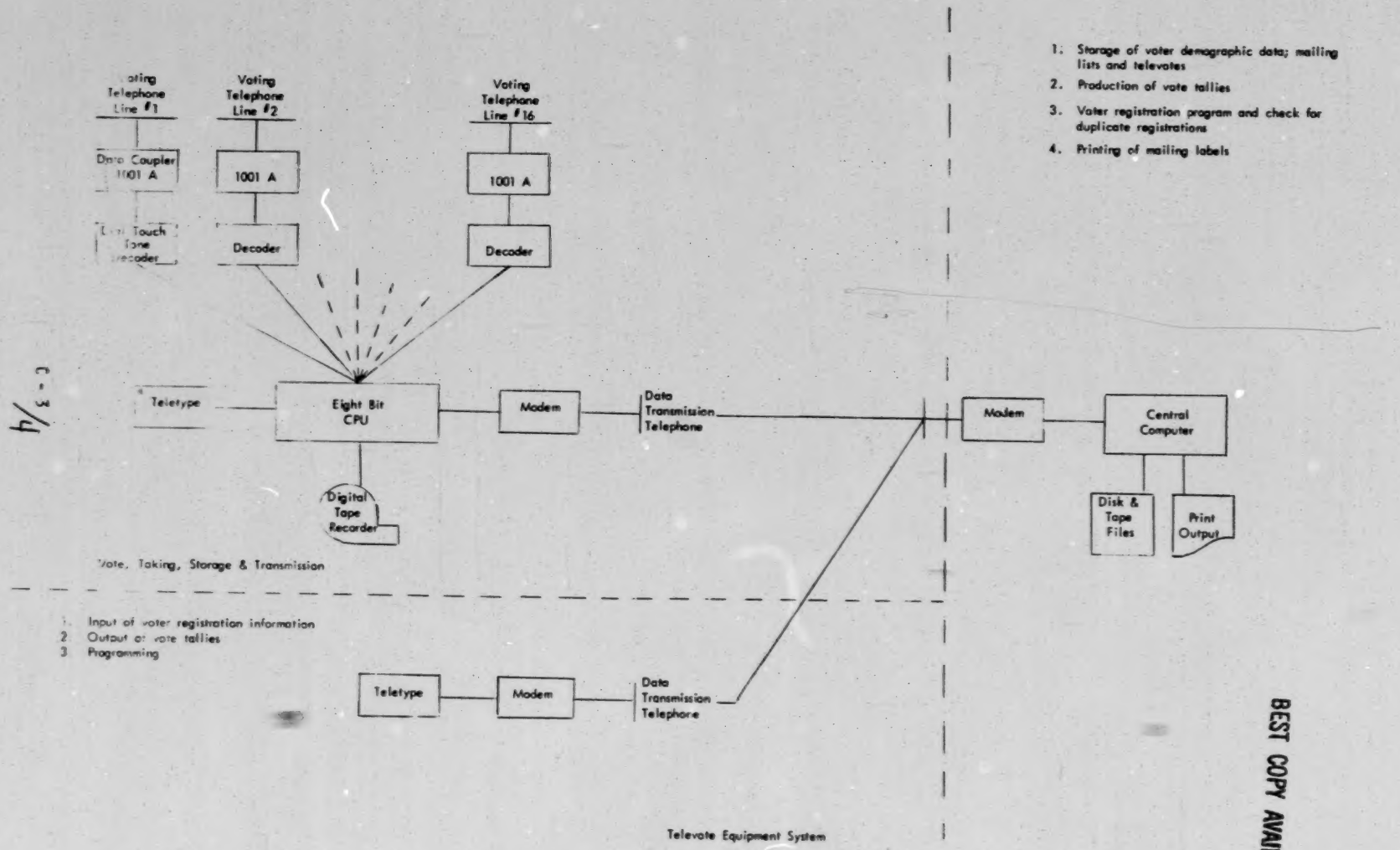
the meantime televoters dialing from ESS phones have had to give their televote by voice. Apparently, very few televoters objected to this procedure by a complaint in so many words. However we do not know how many simply declined to participate for this reason. The number which ESS phone users called to give votes by voice was the hotline.



Televote Equipment System

C-3/4

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APPENDIX D

HOTLINE OPERATIONS

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The main purposes of the "Televote Hotline" were to receive calls that could not be entered directly with use of the computer line because of the telephone prefix; to register televotes either by phone, or by sending registration forms to interested citizens; and to answer any questions or provide needed information.

Along with the main purposes stated above, the "hotline" operator also answered correspondence from district citizens and staff.

At night and on weekends voice televotes, questions and suggestions were recorded on an automatic telephone answering machine. The tape was transcribed each morning by the operator.

Due to equipment failure, the operator was often required to answer the computer line manually. Since on most issues the televoter was not expecting human contact, a few people would hang up without giving their televotes. One quality necessary for an operator was tactfulness in dealing with an occasional irate citizen who was dissatisfied with some aspect of televoting.

Our "hotline" hours were from 12:00 noon to 8:00 p.m. to make it more convenient for working televoters. Often, during equipment failure, these hours were extended to reduce the number of lost votes. If all other televote operations were completed, the operator worked on other tasks such as scoring and coding questionnaires, a telephone survey of televoters, upkeep of the files, updating televote information, and preparing suggestions submitted by citizens for review by the agenda committee.

Televote hotline communications other than questions answered by the operator, were recorded on Hotline Suggestion and Question Forms, Hotline Action Forms, or Registration Forms.

Calls recorded on the Hotline Suggestion and Question Forms included televoters who wanted to suggest an "other" response on the current issue and callers who had suggestions for future televote issues. "Other" answers outnumbered new issues by a substantial amount. Both new answers and new issues were referred to the AgenCom for review.

By far the most calls received on the "hotline" phone, voice televotes excluded, were requests for new televoter cards. (Televoter cards have the participant's televoter number as well as instructions on how to televote.) Televoters tended to misplace these cards without realizing that they were needed for more than the current televote issue. There were 205 requests for new televoter cards that had been lost. Some of these people called in to register their votes and only then discovered they had lost their televoter cards.

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Citizens requesting registration forms or information regarding registration numbered 95. Also recorded on Hotline Action Forms were requests for directions on dialing in a vote. Some televoters were unsure about whether their vote was registered or not. Cancellations or corrections of name, address, sex, etc. were also recorded on these forms.

Hotline Action Forms were handled almost entirely by the Hotline Operator who looked up televoter numbers and sent out requested information. Whatever could not be handled by the operator alone was referred to another AIR or District staff member. When action was completed these forms were signed, dated and filed at the Hotline Office.

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APPENDIX E

CITIZEN HOME INTERVIEW SURVEYS

Instruments and Results. Pages E-4 to E-14 show the verbatim questions asked in the interview and branching instructions. The pretest version was administered in April and May, 1973 and consisted of Questions #1-16 as numbered here. In the posttest version given one year later, Questions #3-10 were first asked in the exact same way as in the pretest, then #17 followed by either #18 (control group) or #19-22 (demonstration group) and finally #23 was asked in both groups.

On the right side of each page are shown the raw percentages of each sample (demonstration and control) who gave each response to each question, in each year. The base for these percentages includes persons who gave no response at all, so the percentages do not usually add to 100%. The figures shown are only for those 637 respondents who were interviewed in both years (pretest and posttest) and provided useable data. Of those, 462 were in the demonstration district and 175 in the control district. All percentages are based on these numbers unless otherwise indicated. Three of the questions are open-ended: #7 asked the respondent to name issues and the figures shown are number of issues he or she named. #21 and #22 were not quantified.

Sample. The 1970 census of the San Jose SMSA with 1972 Santa Clara County Planning Department corrections served as the sampling frame. Each school district (SJUSD and East Side) was divided into census tracts which served as stratification frame units. Four hundred sample units (households) were drawn from the East Side District while 800 sample units were drawn from SJUSD.

Each tract having 40% or more Mexican-American population, according to 1970 census with 1972 adjustments, was intentionally oversampled. Population figures for each of these Mexican-American tracts were doubled and the adjusted populations for all tracts in each school district were calculated. Then the percentage of district's population within each tract was calculated and the sample for each tract was drawn proportionally.

A probability sample of block groups was then drawn based upon the percentage of tract population in each block group. The average number of sample units or households drawn from each block group was approximately seven.

Within block groups, sample units were drawn as random clusters. Using a grid overlaying each block group, as shown on block statistics maps of San Jose SMSA, grid points were selected using a table of random numbers. These points designated the starting point for each interviewer. From the starting point in a block group, the interviewer initially proceeded in the southwest direction in a specified pattern that returned him to

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the start point, interviewing every third address and covering every residence in the designated route.

At the first household to be interviewed an interviewer surveyed an adult male or female depending upon the directions on the interviewing package. After interviewing the first designated respondent, the interviewer proceeded 3 addresses in the assigned direction to obtain an interview from a person of the opposite sex from the first respondent. Sex was alternated for each subsequent respondent and the three-house interval was maintained until the cluster sample was complete.

If the household was uninhabited, or no adult of the selected sex lived there, the household was not considered part of the sample (a "skip") and the interviewer proceeded directly to the adjacent house; that is, such households were not considered to be non-respondent. If a person of the desired sex lived there but was not available or present, an appointment was made for a later interview and the interviewer called back at that designated time. Three call-backs were made at different hours of the day on different days before giving up and classifying the household as "non-respondent - unavailable". If the person of the selected sex refused to be interviewed, the household was classified as "non-respondent-refusal". If an interviewer was thus refused, he proceeded to conduct the next interview at the adjacent house and treated the refusing household as a "skip".

The above information was noted for every household approached so that the percentage of non-response can be calculated accurately, and the potential sample bias due to non-response, fairly estimated. The skip pattern was continued until the desired quota of interviews was obtained from each block group with respondents added at the end of the pattern to replace the "non-respondent - unavailable" contacts. This permitted a minimally adequate number of persons to be drawn in each sub-sample, and still retains an accurate estimate of the non-response rate for purposes of interpretation.

Trained, experienced interviewers were used for all interviews. When all household members spoke only Spanish, interviews were conducted in Spanish. At least 20% (selected randomly) of each interviewer's work was verified later by telephone or direct contact to insure that the interviews were conducted properly.

There are two important biases in this sampling method. One is caused by interviewing only one person per household. If the population of all adult citizens were the target, this would bias the sample in favor of those who live in smaller households. The second bias is caused by the grid procedure of locating a cluster within each block group sampled. The grid biases the sample in favor of households in more sparsely populated areas.

Neither bias is considered seriously detrimental to the study. The main purpose is not to accurately describe the population of adult citizens.

Rather the purpose is to establish an approximate baseline of communication behavior in the demonstration and control districts so that changes in this type of behavior over a one-year interval can be assessed. As long as the posttest sample is drawn and interviewed in exactly the same way, the aims of the study are adequately met.

The mean number of respondents in each block group was 7.14. In 1974 interviewers sought out the same sample who were interviewed in 1973. The table below shows the number of interviews completed and processed in each year, the number approached who refused the interview, and the number who still lived there but were not home on any of the 3 callbacks. The Willow Glen area is the part of SJUSD where the pilot study was conducted. East Side USD was the control district.

	Total Obtained		Refusal		Not Home		Total valid Residents Approached	
	'73	'74	'73	'74	'73	'74	'73	'74
San Jose	599	354	325	34	293	34	1217	422
Willow Glen	173	109	64	11	116	13	353	133
East Side	392	193	120	11	162	45	674	249
Total	1164	656	509	56	571	92	2244	804

The refusal rate for 1973 was 23%, the "not home" rate 25%, and the overall non-respondent rate therefore was 48%. In 1974, as expected, the non-respondent rate was lower (18%) since the sample consisted only of people who had cooperated before. The total non-respondent loss over both years was 63% if we subtract from the base those from whom no 1974 data were obtained (mostly "moved" or "deceased"). This is a substantial loss and should be considered seriously before using the percentages shown in this appendix to characterize the whole population of the two districts. The main purpose of this study was to detect different rates of change in the two districts, and here the bias is less serious.

CITIZEN HOME INTERVIEW SURVEY (PRETEST)

		1973 Demo %	1973 Con %	1974 Demo %	1974 Con %
1a. Are there any children in this home who attend school? IF YES Public or private school?					
	1. Public or both	34	59		
	2. Private only	3	2		
GO TO 2	3. None	63	36		
b. Are they in grade school, junior high or senior high?					
	1. Grade school (K-6 only)	16	29		
	2. Junior high (7-8 only)	3	3		
	3. Senior high (9-12 only)	6	5		
	4. K-6 and 7-8	3	11		
	5. K-6 and 9-12	2	7		
	6. 7-8 and 9-12	2	4		
	7. K-6, 7-8 and 9-12	3	7		
2. About how many years have you lived at this residence?					
	1. Less than 1 year	18	14		
	2. 1 to 3 years	19	18		
	3. Over 3 to 5 years	10	15		
	4. Over 5 to 10 years	19	27		
	5. Over 10 years	33	21		
3a. Have you made any telephone calls or visits to schools, or written a letter regarding a school matter during this school year?					
	1. Yes	26	33	25	36
	2. No	73	66	73	63
GO TO 4	9. DK/DTS	0	1	0	1

	1973 Demo %	1973 Con %	1974 Demo %	1974 Con %
b. Any telephone calls? IF YES What about?				
1. None	21	17	9	45
2. Individual student	11	13	12	19
3. School matter	4	7	4	5
4. Other_____	3	1	2	1
c. Have you visited a school? IF YES What was the reason for the visit?				
1. None	14	11	5	43
2. Individual student	11	20	11	21
3. School matter	7	7	5	5
4. Other_____	7	2	4	2
d. Have you written any letters regarding a school matter? IF YES What about?				
1. None	34	33	22	63
2. Individual student	1	3	2	6
3. School matter	2	2	1	2
4. Other_____	2	0	1	1
4a. Have you attended meetings related to the schools in any way this school year?				
1. Yes	20	32	21	27
2. No	79	65	77	70
GO TO 5				
9. DK/DTS	1	1	0	0
b. What meetings have you attended this school year? NO AID About how many times?	(Percent attending 1 or more)			
1. PTA	11	19	9	11
2. Parent's Night	6	16	8	14
3. School Board	4	4	4	3
4. All meetings	19	33	21	21

		1973 Demo %	1973 Con %	1974 Demo %	1974 Con %
5.	How interested do you think the local school district is in your opinions?				
	1. Very interested	19	31	28	31
	2. Somewhat interested	26	22	31	23
	3. A little interested	14	10	13	10
	4. Not at all interested	14	15	13	17
	8. DK	25	21	14	19
	9. DTS	2	1	1	0
6.	Should the local school district ask citizens for their opinions before making policy decisions?				
	1. Yes	78	76	84	79
	2. No	12	11	11	13
	3. Other_____	0	0	0	0
	8. DK	5	6	3	4
	9. DTS	0	1	1	2
7.	Can you think of any local school matters which have interested you during the last school year? We'd like you to name up to five things if you can remember that many. NO AID Take a little time to think if you want. PAUSE 20 SECONDS BEFORE ASKING: "Can you think of one." AFTER EACH ANSWER: "Can you think of another local school matter?" UNTIL 5 ISSUES ARE NAMED OR CAN'T NAME ANYMORE.				
	(Number of issues named) 0	51	54	42	54
	1	20	23	23	23
	2	14	12	15	11
	3	7	5	11	7
	4	4	3	5	4
	5	3	3	3	1

	1973		1974	
	Demo %	Con %	Demo %	Con %
8. The next question concerns whether high school students should have more educational experiences outside the classroom, such as field trips and community projects.				
a. What are some good reasons for having students spend more school time outside the classroom? NO AID - ASK: "Can you think of another reason?" UP TO 3 ANSWERS CIRCLE 1 IF ANSWER MENTIONED.				
1. More interesting to students	21	28	23	21
2. Learn more or different things	33	40	41	40
3. More contact with community	18	18	21	22
4. Initiative, responsibility	3	1	1	0
5. Career preparation	9	5	7	5
6. Practical applications	18	15	16	9
9. DK/DTS	20	25	22	35
b. What are some good reasons for not having students spend more school time outside the classroom? NO AID - ASK: "Can you think of another reason?" UP TO 3 ANSWERS.				
1. Lack of discipline or control	16	12	11	16
2. Less time on academic subjects	19	22	22	30
3. Safety of students	1	1	1	1
4. Annoyance of adults	1	1	1	1
5. No benefit to students	4	3	4	3
6. Cost and transportation	5	2	6	4
9. DK/DTS	52	61	57	54

	1973		1974	
	Demo %	Con %	Demo %	Con %
9a. Here is a set of learning areas for students. SHOW HAND CARD #1 Which one do you think is most important for young people to learn? MARK 1st COLUMN Which is next most important? MARK 2nd COLUMN				
1. Drug education	21	33	20	23
2. Family life	13	8	12	11
3. Communication skills	15	13	16	12
4. Vocational education	16	17	19	18
5. Personal economics	2	2	1	2
6. Civic responsibility	9	5	5	7
7. Identifying and solving problems	22	21	22	25
9. DTS	4	2	3	1
b. Which do you think most people in this community would choose as most important? PAUSE FOR RESPONSE Which do you think most people in this community would choose as second most important?				
1. Drug education	9	7	12	12
2. Family life	16	17	14	14
3. Communication skills	12	9	10	17
4. Vocational education	18	17	15	12
5. Personal economics	6	6	7	7
6. Civic responsibility	11	16	15	11
7. Identifying and solving problems	21	24	22	25
9. DTS	5	3	4	3

	1973		1974	
	Demo %	Con %	Demo %	Con %
10. Please tell me whether you generally agree or disagree with each of the following statements.				
SHOW HAND CARD #2 THEN READ STATEMENTS				
a. I don't think public officials care much what people like me think.				
1. Agree	48	45	40	44
2. Disagree	47	47	54	49
9. DTS	5	7	5	7
b. Citizens don't have a chance to say what they think about running the government.				
1. Agree	45	44	36	34
2. Disagree	52	52	60	58
9. DTS	3	4	2	8
c. Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.				
1. Agree	69	70	64	75
2. Disagree	28	28	33	23
9. DTS	2	1	2	2
11. What is your age?				
IF DECLINES TO STATE, MARK ESTIMATED AGE AND CHECK BOX ⟶ ☐				
1. Below 20	3	1		
2. 21-29	24	22		
3. 30-49	32	58		
4. 50 and over	41	18		

		1973 Demo %	1973 Con %	1974 Demo %	1974 Con %
12.	What was the last grade level you attended in school?				
	1. Elementary (1-8)	17	23		
	2. High school (9-12)	43	48		
	3. College (13-16)	31	23		
	4. Graduate (17+)	9	6		
	9. DTS	0	0		
13.	Are you registered to vote? IF YES What party?				
	1. Not registered	20	31		
	2. Democratic	51	51		
	3. Republican	23	15		
	4. Independent	3	1		
	5. Other	1	1		
	9. DK/DTS	2	1		
14.	Please tell me which number on the card indicates the approximate total income for yourself and all others in this household for 1971.				
	SHOW HAND CARD #3				
	1. $0 - 4,999	18	8		
	2. $5,000 - 9,999	22	19		
	3. $10,000 - 14,999	22	41		
	4. $15,000 - 19,999	15	21		
	5. $20,000 - and over	13	4		
	9. DTS	10	5		

	1973		1974	
	Demo %	Con %	Demo %	Con %
DO NOT ASK. ANSWER BY OBSERVATION				
15. Sex of respondent				
Male	47	42		
Female	53	58		
16. Race of respondent				
White	75	61		
Mexican-American	20	30		
Black	2	6		
Other	2	2		

ENTER CODE NUMBER→ _ _ _ _ _ _ _ _ _ _

72-19 White 4

So that my supervisor can verify my work, may I have your name and telephone number?

AUDIT DATA

RESPONDENT'S NAME _____

ADDRESS _____

PHONE _____

THAT CONCLUDES THE INTERVIEW. THANK YOU VERY MUCH.

INTERVIEWER'S NAME _____

ADDRESS _____

PHONE _____

AUDITED BY: _____

COMMENTS: _____

_____

_____

_____

CITIZEN HOME INTERVIEW SURVEY (POSTTEST)

(The first eight questions on the Posttest Questionnaire were identical to questions 3 through 10 on the Pretest Questionnaire.)

		1973		1974	
		Demo %	Con %	Demo %	Con %
17.	Some places are trying a new thing called "televoting". People send public officials there opinions just by dialing numbers on the phone. A person who is going to televote reads about different choices the government might make. Then, for example, if he likes the first choice best he dials one number. If he likes the second choice better he dials a different number, and so on.				
	Had you heard of "<u>televoting</u>" before?				
	1. Yes			72	21
	2. No			27	79
	GO TO 23				
	9. DK/DTS			0	0
18.	(Control group only) Does televoting sound like something you would be interested in trying or not? N = 238				
	1. Yes				14
	2. Maybe /it depends				82
	3. No				1
	9. DK/DTS				3
19.	(Demo group only) San Jose Unified School District is trying televoting this year. Have you tried televoting? N = 406				
	1. Yes			17	
	2. No			66	
	GO TO 21				
	9. DK/DTS			17	

		1973 Demo %	1973 Con %	1974 Demo %	1974 Co %
20.	(Demo group only) Did you have any trouble dialing your televote IF YES What happened? N = 107				
	1. Yes,_____			10	
	2. No			54	
	9. DK/DTS			36	
21.	(Demo group only) From what you know so far, what do you like about the idea of televoting? NO AID. AFTER EACH ANSWER: "Anything else?"			Answers on file	
22.	(Demo group only) What do you think might be wrong with the idea of televoting? NO AID AFTER EACH ANSWER: "Anything else?"			Answers on file	
23a.	Would you be willing to pay 25¢ per year to have a public televote system here in San Jose?				
	1. Yes			57	59
	GO TO END 2. No			27	24
	9. DK/DTS			7	16
b.	What is the most you would be willing to pay? READ CATEGORIES - EXCEPT 9 N =				
	1. 25¢ per year			17	17
	2. 50¢ per year			3	4
	3. $1 per year			23	17
	4. $5 per year (or more)			4	15
	9. DK/DTS			18	29

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APPENDIX F

COMMUNICATIONS RECEIVED BY SCHOOLS

As one way of evaluating effects of the televote system on traditional communication behavior, we asked administrators and their secretaries in both the demonstration district and the control district to keep tallies of individual communications received for a period of four weeks during the spring of 1973, and again during the spring of 1974. The form on which tallies were recorded was a one-half sheet of paper with instructions printed on the back. The front and back of the form are shown on the next page. Records were kept both in the district office and in two high schools in each district. An effort was made to obtain records from the same persons in 1974 as in 1973. There was greater change in personnel assignments in SJUSD than in East Side during the year so that SJUSD yielded fewer persons on whom tallies were available for both years. (10 in SJUSD; 21 in East Side District.) Those who kept records were absent or unavailable on certain days so that the total number of days in which records were actually kept varied somewhat from person to person. Therefore all analyses were conducted on the number of tallies per day of actual recording, rather than the total number of tallies in a 20-day period. The total number of communications recorded per day per person varied from 0.26 to over 30 per day on the average for one person. Frequencies of communications received did not differ significantly between years nor between districts.

Standardizing the conditions under which tallies were recorded was quite difficult. We did not wish to record personal communications, or communications having nothing to do with the schools or students. Also we sought to avoid communications which were routine. These discriminations were difficult to make and in retrospect it appears that staff may have varied somewhat in their criteria for making these judgments. We had no way of quantifying the degree of unreliability in the scoring but observation suggested that it was enough to account for the lack of obtained differences between districts and years. Therefore it would be a mistake to conclude that the number of communications was either the same or different in comparing districts or years.

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COMMUNICATIONS TALLY

Name W Baker

Date 4/24/73

1. Who From? (circle one)	Fac/Admin Student Parent Other Adult	(F)	(F)	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		A	A	A	A	(A)	(A)	(A)	(A)	(A)	(A)	A	A	A	A	A	A	A	A	A	A	A	A	A
2. How? (circle one)	Telephone Visit Letter	(T)	(T)	T	T	T	T	T	T	T	T	(T)	T	T	T	T	T	T	T	T	T	T	T	T
		V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
		L	L	(L)	L	(L)	(L)	(L)	(L)	(L)	(L)	L	L	L	L	L	L	L	L	L	L	L	L	L
3. What About? (check as many as apply)	Non-School					✓																		
	Ind. Student Matter											✓												
	School Matter: Complaints																							
	School Matter: Suggestions					✓																		
	School Matter: Ask for Ir. o.	✓	✓		✓																			
	School Matter: Other			✓			✓	✓	✓	✓														

Use the back of this form for comments on individual communications.

front

back

Instructions for Communications Tally

Make a daily record of communications from April 2 to May 4, excluding Easter vacation. Complete one column for every communication initiated by adults from outside the building of from any students. Any communication referred to an administrator is recorded by him or her. If the secretary handles the communication alone, she records it.

1. Who from?
   Faculty or Administrators - do not record contacts from other staff within the building.
   Student, Parent, Other Adult - Tally all communications
2. How?
   Telephone - This includes calls you receive and also calls you are returning.
   Visits - All visits
   Letters - If letter is addressed to more than one person, the top name on the letter should tally.
3. What about? (Check as many as apply)
   Non-School - Personal and other non-school matters
   Individual student - Matters which refer to individual students. Includes questions such as "What time is the bus pick up?" which by inference refer to individual students.
   School Matter - Includes programs, policies, problems, plans, etc. If it does not fall under categories of complaints, suggestions or request for information, tally under OTHER.

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APPENDIX G

MEETINGS OBSERVED

In order to detect changes in orientation to public opinion by school officials, samples of meetings were observed in the demonstration and control districts before and after the demonstration of the televote system. In each district three staff meetings and two board meetings were observed in each year. This was not a large enough sample to provide a stable estimate of frequency of these types of behavior, but was sufficient to detect marked differences over time and between districts.

The next page shows the form that was used to record the observed behavior of school officials at Board and staff meetings. The numbers 1 to 6 were entered in the columns of the record to indicate references by the speaker to public opinion in any form, or the need for more information on public opinion. A different column was used for each school official. The letters P, C, or R were entered to indicate that the speakers reference to public opinion was accompanied by an explanation of his own stand regarding the issue.

Since the length of the meetings varied somewhat, analyses of the behavior frequencies used the number of hours of meeting time as a base. Number of participants also varied but this was not considered critical since the amount of speech produced in a meeting is almost a direct function of time and bears little or no relationship to the number of participants.

In addition to recording the behavior of the school officials at each meeting, for those meetings which were attended by a lay audience, a separate form was used to record the nature of comments from the audience. The form used for this record is shown on page G - 3.

An informal check on interobserver agreement was made by comparing the records of two independent observers of the same meeting. There was a moderate degree of agreement.

The table below shows the total number of references to public opinion (#1-6), the number of each type of explanation of own stand (P, C, R), and the total number of such explanations (P+C+R), in each year in each district. An asterick (*) indicates a significantly greater increase in SJUSD than in the control district, after adjusting for differences in number of meeting hours.

	SJUSD		Control		
Behavior type	'73	'74	'73	'74	
#1-6	45	88	24	27	
P	10	7	7	2	
C	6	13	6	1	*
R	15	19	11	2	*
P+C+R	31	39	24	5	*
Est. No. of Hours	640	689	673	586	

RECORD OF ADMINISTRATIVE EXPLANATIONS

YOUR NAME _____ DATE _____

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DISTRICT:

NAME OF MEETING:

INSTRUCTIONS:

a. Briefly list issues discussed and decisions made in ISSUE column.

b. If an administrator or school board member refers to public opinion, indicate as follows:
   1. Reference to one or more individuals
   2. General reference to "most" people or a group.
   3. Reference to systematic survey
   4. Reference to audience at meeting
   5. Other - record comments on back
   6. Reference to need for more information on public opinions.

c. Record whether the speaker's stand is in accordance or contrary to his perception of public opinion as follows:
   P - In accordance C - Contrary

d. If the speaker gives a reason for this stand, indicate as:
   R - Reason

ISSUE											

AUDIENCE PARTICIPATION RECORD

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YOUR NAME _____ DATE _____

DISTRICT:

NAME OF MEETING:

NUMBER OF CITIZENS IN AUDIENCE:

DESCRIPTION OF SPEAKER (Include information such as name, description, role position.)	SCHOOL MATTER					
	Non-School	Individual Student	Complaints	Suggestion	Ask for Info.	Other

APPENDIX H

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TEACHER QUESTIONNAIRE

The questionnaire was identical for the pretest and posttest. Since there were no significant differences the numbers of responses for each answer shown on the right side of the page are for both districts combined. There were 86 respondents in 1973 and 62 in 1974. The two samples were independent. Both were drawn randomly from the district directory of certificated employees. In both years 120 were sent out so the non-respondent rate was 28% in 1973 and 48% in 1974.

Return To: Attn: Mrs. Barbara Sanderson
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

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American Institutes for Research, in cooperation with the East Side Union High School District, is conducting research on communication. As part of this project, we are asking a sample of school staff to complete this questionnaire. All individual responses will be kept confidential. Please answer the questions on both sides of this form and return it in the enclosed envelope. Thank you for your cooperation.

For questions 1 to 8, circle the number of your answer to each question.

			'73 N	'74 N
1.	Can you easily make inputs to school decisions that affect your students or your work?	1. Always	10	6
		2. Usually	35	26
		3. Sometimes	24	18
		4. Seldom	15	7
		5. Never	0	4
2.	Do you think student views are given sufficient consideration in school decisions?	1. Yes	55	41
		2. No	24	12
		3. I don't know	5	7
3.	Do you think teacher views are given sufficient consideration in school decisions?	1. Yes	44	30
		2. No	34	26
		3. I don't know	4	2
4.	Do you think parent views are given sufficient consideration in school decisions?	1. Yes	55	40
		2. No	19	9
		3. I don't know	11	11
5.	Do you think the views of non-parents are given sufficient consideration in school decisions?	1. Yes	28	22
		2. No	17	13
		3. I don't know	41	26
6.	Do you feel teachers here generally have adequate means to communicate with school administrators?	1. Yes	56	47
		2. No	24	13
		3. I don't know	3	0
7.	Do you feel teachers here have adequate means to communicate with other teachers?	1. Yes	59	45
		2. No	25	15
		3. I don't know	1	0
8.	Do you feel teachers here have adequate means to communicate with parents?	1. Yes	42	44
		2. No	42	16
		3. I don't know	1	1
		Total	86	62

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9. a. Here is a set of learning areas for students. Mark the learning area you think is most important for young people. Also mark the learning area you think is next most important.

	'73 Most Impt.	'74 Most Impt.	'73 2nd. Most	'74 2nd. Most
1. Drug education	0	0	0	0
2. Family life	4	6	4	12
3. Communication skills	21	24	9	24
4. Vocational education	7	18	17	11
5. Personal economics	1	3	4	5
6. Civic responsibility	2	4	6	6
7. Identifying and solving problems	21	23	18	21

b. Mark the learning area you think most people in this community would choose as most important. Also mark the learning area you think most people in the community would choose as second most important.

	'73 Most Impt.	'74 Most Impt.	'73 2nd. Most	'74 2nd. Most
1. Drug education	5	14	6	11
2. Family life	0	2	4	8
3. Communication skills	13	15	6	6
4. Vocational education	21	31	18	20
5. Personal economics	4	5	9	7
6. Civic responsibility	8	6	8	19
7. Identifying and solving problems	7	6	8	7

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APPENDIX I

STUDENT QUESTIONNAIRE

In order to assess changes in student habits and attitudes about communication a sample of students from the demonstration district was administered a questionnaire shown on the following page. A new sample drawn in a similar fashion was administered the same questionnaire one year later. As nearly as possible the samples were drawn randomly from the junior class by selecting heterogeneous classes of juniors at each of the five high schools. Pioneer High School was unable to participate in 1974 so all figures reported here and in the text are for the other four high schools combined, which totaled 252 students in 1973 and 183 in 1974.

The procedure for drawing the sample was not uniform across schools and varied slightly between years, as explained below for each high school:

Leland High School. Completed questionnaires were obtained from 55 students in 1973 and 46 students in 1974. In both years the sample consisted of heterogeneous classes in American Studies.

Lincoln High School. Completed questionnaires were obtained from 36 juniors in 1973 and from 54 in 1974. In 1973 names of juniors were selected randomly from the class list, questionnaires were distributed through the attendance office and returned in the same manner. In 1974 questionnaires were administered to heterogeneous junior Social Studies classes.

San Jose High School. A total of 47 questionnaires were completed in 1973 and 28 in 1974. In 1973 the questionnaires were administered in physical education classes which are heterogeneous, and in 1974 they were administered in heterogeneous junior classes in Urban Studies and American Studies.

Willow Glen High School. A large sample was drawn here initially because this was the site of the first pilot study. The number of completed questionnaires obtained was 114 in 1973 and 55 in 1974. In both years heterogeneous junior classes in American Studies constituted the sample.

The following pages show the verbatim questions and answers and the percent of students responding with each answer.

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STUDENT QUESTIONNAIRE

For question 1 to 5, circle the number of your answer to each question.

	'73	'74
Total N*	252	183

1. How often do school officials consider your views in making decisions about school policies and programs?

	% '73	% '74
1. Nearly always	1.2	3.3
2. Usually	12.7	10.9
3. Sometimes	38.9	36.6
4. Rarely	27.8	30.1
5. Not at all	18.3	16.4

2. Do you think student views should be given more consideration in school decisions than they are now?

1. Yes	81.0	86.3
2. No	5.2	1.6
3. I don't know	13.9	12.0

3. Are there enough good ways for students here to express their views on school matters to other students?

1. Yes	35.3	37.7
2. No	40.9	42.1
3. I don't know	23.4	20.2

4. Are there enough good ways for students here to express their views on school matters to teachers?

1. Yes	34.9	34.4
2. No	45.2	49.7
3. I don't know	19.0	15.3

5. Are there enough good ways for students here to express their views on school matters to school administrators?

1. Yes	16.7	14.8
2. No	60.3	61.7
3. I don't know	22.6	23.5

*Excluding Pioneer High School

6. a. Here is a set of learning areas for students. Mark the learning area you think is most important for young people. Also mark the learning area you think is next most important.

		% '73 Most Impt	% '74 Most Impt	% '73 2nd Most	% '74 2nd Most
1.	Drug education	20.2	13.1	11.1	8.7
2.	Family life	6.0	12.6	17.9	16.9
3.	Communication skills	10.7	20.8	15.5	13.7
4.	Vocational education	31.0	32.2	13.5	13.1
5.	Personal economics	6.0	7.7	12.7	13.7
6.	Civic responsibility	4.0	1.6	6.3	6.0
7.	Identifying and solving problems	18.7	10.9	18.7	26.8

b. Mark the learning area you think most people in this community would choose as most important. Also mark the learning area you think most people in the community would choose as second most important.

		% '73 Most Impt	% '74 Most Impt	% '73 2nd Most	% '74 2nd Most
1.	Drug education	46.0	42.1	15.5	14.8
2.	Family life	5.1	9.3	18.3	20.2
3.	Communication skills	4.8	6.0	7.9	9.8
4.	Vocational education	17.5	17.5	17.1	13.1
5.	Personal economicsq	3.6	7.7	6.0	7.7
6.	Civic responsibility	10.3	8.7	18.3	15.8
7.	Identifying and solving problems	5.2	4.9	9.1	13.1

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APPENDIX J

SANTA CLARA COUNTY TELEPHONE SURVEY

Diridon Research Corporation conducts a telephone survey of a random sample of registered voters in the county each March. Two questions concerning citizen attitudes toward participation in school matters were included in 1973 and 1974 as part of the televote system evaluation design. The two questions (#1 and #2 below) were asked as part of a series of questions asked by Diridon for several different clients. What the other questions are we do not know. Background questions were included both years and these are shown just after the two evaluation questions below. The numbers and percent of persons giving each answer in each year are also shown. At the end is a summary of the survey methodology.

	1973		1974	
	N	%	N	%
1. How interested do you think the local school district is in your opinions? (READ ALTERNATIVES EXCEPT DK/DTS)				
Very interested	404	27.3	393	28.3
Somewhat interested	347	23.5	319	23.0
A little interested	220	14.9	204	14.7
Not at all interested	224	15.2	244	17.6
DK/DTS	283	19.1	228	16.4
2. Should the local school district ask citizens for their opinions before making policy decisions?				
Yes, ask	1160	78.8	1126	81.2
No, don't ask	181	12.3	149	10.7
Other_____	33	2.2	35	2.5
DK/DTS	98	6.7	77	5.6
3. How many people including yourself live in your household?				
One	88	5.9	88	6.3
Two	411	27.8	402	29.0
Three	291	19.7	242	17.5
Four	297	20.1	314	22.7
Five	204	13.8	194	14.0
Six or more	177	12.0	136	9.8
DTS	12	.8	10	.7
4. Are you renting or do you own your residence?				
Renting	211	14.3	174	12.6
Own/buying	1253	84.7	1198	86.4
DTS	16	1.1	14	1.0

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		1973 N	1973 %	1974 N	1974 %
5.	Are you or is any member of your household affiliated with a labor union?				
	Union	353	24.0	341	24.9
	Non-Union	1098	74.5	1017	74.2
	DTS	22	1.5	13	.9
6.	What was your last grade level attended in school?				
	Elementary (1-8)	62	4.2	80	5.8
	High School (9-12)	501	34.0	432	31.1
	College (13-16)	636	43.1	619	44.6
	Graduate (17+)	256	17.4	245	17.7
	DTS	20	1.4	11	.8
7.	Please stop me when I read the category that includes your age.				
	18-29	259	17.5	166	12.0
	30-49	695	47.1	714	51.7
	50+	503	34.1	485	35.1
	DTS	20	1.4	16	1.2
8.	Please stop me when I read the category that includes the approximate total annual income for all those in your household before taxes for 1972? (READ ALL CATAGORIES EXCEPT DK/DTS)				
	$0-4,999	75	5.1	56	4.1
	$5-9,999	183	12.4	148	10.7
	$10-14,999	327	22.1	321	23.2
	$15-19,999	367	24.8	286	20.7
	$20,000+	304	20.6	349	25.3
	DK/DTS	221	15.0	222	16.1
9.	To which of the following ethnic backgrounds do you belong? (READ ALL CATEGORIES EXCEPT DTS AND OTHER)				
	Caucasian	1385	95.2	1271	92.0
	Mexican-American	44	3.0	50	3.6
	Oriental	16	1.1	30	2.2
	Other	10	.7	23	1.7
	DTS	0	0	7	.5
10.	Political Party Registration (Check against surname on Precinct lists)				
	Democrat	749	51.7	730	53.0
	Republican	603	41.6	577	41.9
	Other_____	97	6.7	70	5.1
11.	Sex				
	Male	729	49.9	690	50.5
	Female	733	50.1	677	49.5

II
BACKGROUND

SCOPE OF THE REPORT: This is the second of a series of surveys analyzing respondent attitudes toward the necessity of citizen input in school district policy-making decisions and perceptions of school district interest in citizens' opinions. A survey in March 1973 explored voters opinions on these two subjects. Information on the current attitudes was gathered in a telephone survey of 1,388 Santa Clara County voters during March 1974.

METHODOLOGY: The questionnaire was structured as part of a shared survey and was carefully pilot tested prior to use. The survey was conducted by telephone from March 15 to 25, 1974, by experienced interviewers who were briefed on the questionnaire. A random sample of fifteen to twenty percent of each interviewer's work was verified. Prior to computer processing, all questionnaires were checked for consistency and completeness.

The randomly selected sample of 1,388 voters was crossweighted by population density in Supervisorial Districts and Municipalities. Ten randomly selected voters were interviewed in 140 randomly selected precincts throughout Santa Clara County.

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APPENDIX K

TELEVOTER INTERVIEWS

A random sample of registered televoters was interviewed near the close of the demonstration in order to obtain information in greater depth than was feasible with a regular televote. The interview sample also enabled us to reach registered voters who did not participate in the evaluation televote.

A random sample of 133 registered televoters was drawn by selecting every 25th name from the total list of registered televoters arranged in the chronological order of registration. Those persons in the sample who could be reached by telephone were interviewed by phone. The remaining persons who could be located were interviewed at home. In all, 84 registered televoters were interviewed.

The exact wordings of the interview questions and answers and the number of persons responding with each answer are shown on the following pages. For open-ended questions the scoring categories are shown in parentheses beside the number of persons responding in each category.

AIR 38700
April, 1974

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Number_____

Total N = 84
The figures below are numbers of persons, not percent.

TELEVOTER INTERVIEW

1a. Do you remember giving your name and address to become a televoter?

			N
GO TO 2	1.	Yes	78
	2.	No	4
	3.	DK/DTS	0

1b. Have you ever heard of televoting?

GO TO 2	1.	Yes	9
	2.	No	2
	3.	DK/DTS	0

People send school officials their oppinions just by dialing numbers on the phone. It's like voting by telephone. Voting results are counted by computer and schools use them in planning.

REMEMBER NOW? YES_____ (GO TO 2) NO_____ (GO TO 11)

2a. Have you ever televoted?

	1.	Yes	59
GO TO 3	2.	No	23
	3.	DK/DTS	0

b. How many times? (never 30; once 4; twice 2; three 10; four 13; five 6; six 4; seven 3; eight 7; nine 5)

c. Any difficulty dialing? (No answer) 8

(Sounded funny; not sure it went through) 3

(Other) 6

3a. Do you have a televoter card with your televoter number on it?

GO TO 4	1.	Yes	57
	2.	Yes, but don't know where it is.	15
	3.	No.	8
	4.	DK/DTS	2

b. Did you ever get one in the mail?

		N
1.	Yes	16
2.	No	3
3.	DK/DTS	4

4a. Have you received televote issues in the mail or in the SUN newspaper?

1.	Yes	83
2.	No	1
3.	DK/DTS	0

GO TO 5

b. Were any of them interesting to you?

1.	Yes	71
2.	No	7
3.	DK/DTS	5

c. What about the information in each issue? (READ CATEGORIES)

1.	Too much information	6
2.	Not enough information	8
3.	About right	61

5a. Did you see any of the televote results?

1.	Yes	70
2.	No	12
3.	DK/DTS	1

GO TO 6

b. Were they understandable?

1.	Yes	64
2.	No	7
3.	DK/DTS	1

c. Of interest?

1.	Yes	59
2.	No	7
3.	DK/DTS	4

d. Believable?

		N
	1. Yes	61
	2. No	4
	3. DK/DTS	5

6a. Do you think school officials will use the results?

		N
GO TO 7	1. Yes	54
	2. No	11
GO TO 7	3. DK/DTS	18

b. Why not? (School officials won't listen or act) 7

(televote issue superficial) 1

(Other) 3

7. Do you think people who televote will be in closer touch with schools?

		N
	1. Yes	61
	2. No	16
	3. DK/DTS	6

8. What do you think of televoting?

(OK, good, great, etc.) 52

(express views, help schools) 19

(bad, futile, etc.) 3

(Other) 9

9. Can you think of any way to improve televoting? (doing OK) 6

(more local issues -- one school) 2

(simplify televote procedure) 11

(different questions, answers, more information) 11

(Other) 16

10a. What could be done to make televoting more appealing?

(more media coverage) 11 (more issues, variety) 5

(show how results used) 6 (Other) 10

(simplify) 3

10b. What are ways to inform large groups of people about televoting?

	N
(Media coverage)	41
(Citizen groups)	5
(School/PTA/students)	24
(phone, door-to-door, leaflets and word of mouth)	12
(Other)	5

11. Next year they may have televotes on city, county, state and national issues as well as school matters. Would you be interested in televoting next year?

	1. Yes	80
GO TO END	2. No	4
	3. DK/DTS	0

12a. Would you be willing to pay 25¢ per year to have a public televote system here in San Jose?

	1. Yes	74
GO TO END	2. No	3
	3. DK/DTS	3

b. What is the most you would be willing to pay? (READ CATEGORIES EXCEPT 5)

1. 25¢ per year	12
2. 50¢ per year	12
3. $1 per year	36
4. $5 per year (or more)	10
5. DK/DTS	8

THANK YOU VERY MUCH. THAT CONCLUDES THE INTERVIEW.

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APPENDIX L

POSTCARD SURVEY ON GOALS ISSUE

Because of the lower than usual response to the fourth televote issue on school district goals, a random sample of registered televoters was sent a postcard with a prepaid answer postcard attached. The card was mailed to a total of 315 televoters and the answer card was received from 167 of these persons. Both parts of the postcard are shown below and the percent of respondents giving each answer is shown on the left.

The distribution of answers did not differ significantly among parents, students and other citizens, so percentages are shown for all three groups combined.

DID WE GOOF?

Last week the San Jose Unified School District asked televoters which student learning goals should be emphasized most. The number of people who televoted was smaller than expected. Perhaps we can plan better televotes in the future if we know your reaction. Please help us. Mark your answers on the stamped, self-addressed card below, tear it off and drop it in the mail. Thanks.

Vincent N. Campbell
Director

%	Mark the answers which are true for you.
1	☐ I don't know what "televoting" is.
8	☐ I never saw the goals issue in my mail.
24	☐ I didn't have time to read the "goals" issue.
10	☐ The goals issue does not interest me.
24	☐ The goals issue was too long or too confusing.
21	☐ It was too hard to choose answers, or the wrong questions were asked.
25	☐ I televoted on the goals issue.

%	I am a:
59	☐ Parent
28	☐ Student
13	☐ Other

Comments?

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ESTIMATED ANNUAL COSTS* OF A METROPOLITAN TELEVOTE SYSTEM AFTER A 2-YEAR TRYOUT

	Number of Registered Televoters	
	5,000	50,000
System coordination	15,000	15,000
Hotline operators	4,000	8,000
Secretary	7,000	7,000
Equipment maintenance	2,000	3,000
Telephone lines	1,200	4,500
New computer programming	2,000	2,000
New registrations (20% per year)	600	4,000
Print and mail televote information (12 televotes per year)	1,800	16,000
Televote data processing (assume 20% of registrants respond)	2,400	6,000
Miscellaneous	1,000	2,000
Total Operational Costs Per Year	37,000	67,500**
If the total system cost is shared by several agencies the annual cost per agency would be:		
5 agencies	7,400	13,500
10 agencies	3,700	6,750
Estimated cost per additional televote beyond 12	600	2,000
Estimated cost of same information by conventional survey methods:		
Telephone (50% response)	3,000	27,000
Door to door (70% response)	8,000	77,000

*Does not include costs of issue development nor media presentations.

**Expanding equipment to handle 50,000 registrations would involve additional one-time set-up costs of about $16,000